

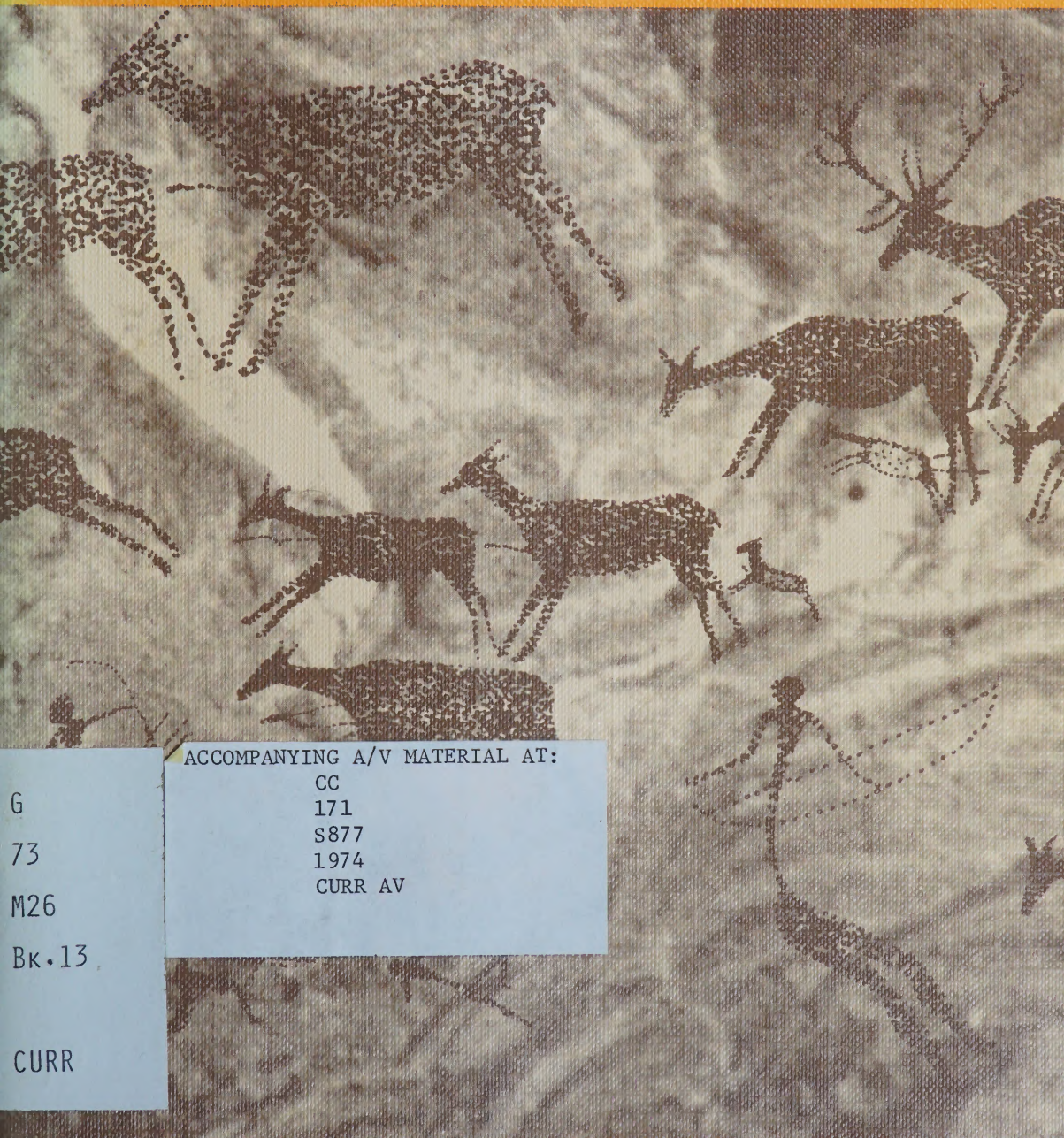
University Of Alberta



0 0000 60103 26

# Stone Age Man

Man in His World



ACCOMPANYING A/V MATERIAL AT:

CC  
171  
S877  
1974  
CURR AV

G

73

M26

Bk.13

CURR



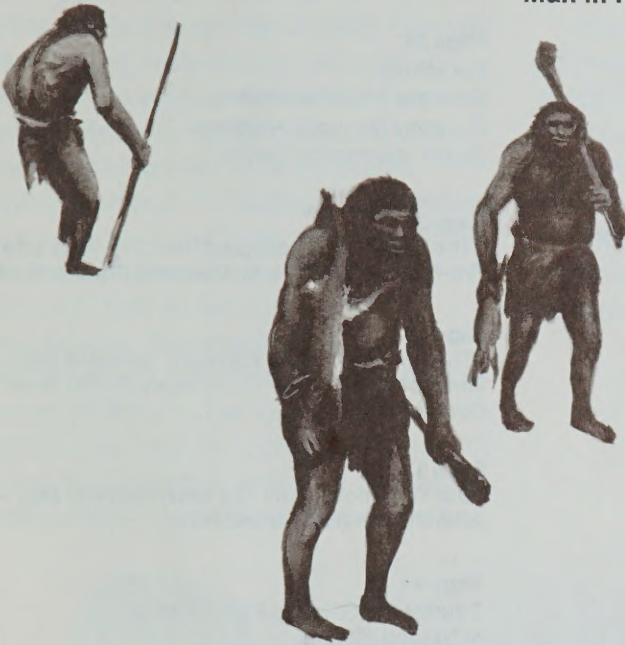
Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS



Douglas M. Gray  
Paul B. Park

# Stone Age Man

Man in His World



**Fitzhenry & Whiteside Limited**  
Toronto Montreal Winnipeg Vancouver

## Man in His World Series

James Forrester,  
Co-ordinating Editor

Nomadic Journey  
Gifts of the Nile  
Mexico Emerges  
Eskimo — Journey through Time  
Grassland Safari  
The Navigators  
Indians of the Plains  
Understanding Communities  
The Greeks — Struggle for Excellence  
China  
Kings of Peru  
Stone Age Man  
Longhouse to Blastfurnace  
Toronto  
The Caribbean  
A Medieval Community  
A Fishing Village  
Japan  
Russia  
Rivervale

James Forrester  
is Supervisor of Geography,  
Hamilton Board of Education.

Douglas M. Gray  
is Professor of History,  
Althouse College of Education,  
London, Ontario.

Paul B. Park  
is Professor and Director of  
Early School Environment Study,  
Althouse College of Education,  
London, Ontario.

©1974 Fitzhenry & Whiteside Limited,  
Toronto  
All rights reserved.

No part of this publication may be reproduced or transmitted in any form, including any storage or retrieval system, or by any means, electronic, mechanical, photographic, or recording without permission in writing from the publisher.

Printed in Canada

Editor: Robert Read  
Design and Production:  
Newton & Frank Associates Inc.  
Illustrators: Frank Kodras  
Gordon Oglan  
Marion Spanjerdt  
Photography: Birgitte Nielsen

ISBN 0-88902-075-2

## Acknowledgements

Page 3  
"The Strange Story of George McJunkin,"  
adapted from *Digging up America* — F. C. Hibbin  
(Hill & Wang, Inc.).

Page 18  
Photograph  
©Courtesy National Geographic Society

Page 29  
FAO photo.  
Courtesy of United Nations.  
Courtesy Manitoba Archives.  
Japan Information Centre.

Page 32  
"The Tasmanian," adapted from *Everyday Life in Pre-Historic Times* — M. Quennell (Batsford, 1965).

Page 35  
"The Bushman of the Kalahari," adapted from  
*The History of Man* — G. Schenk (Chilton Book  
Company).

Page 37  
"Did You Know" from *The Emergence of Man* —  
John Pfeiffer (Harper and Row).

Page 44  
Courtesy of Chicago Field Museum  
of Natural History.

LIBRARY  
UNIVERSITY OF ALBERTA



# The Family of Man

## The Strange Story of George McJunkin

George McJunkin was a cowboy who worked on the old Shoemaker Ranch in northwestern New Mexico.

One day in the spring of 1926, George was tracking some stray cows along the bank of a canyon known as Dead Horse Gulch. He noticed some old dry bones sticking out of the mud and became curious. To George they looked like cow bones, but they were buried twenty feet below the surface.

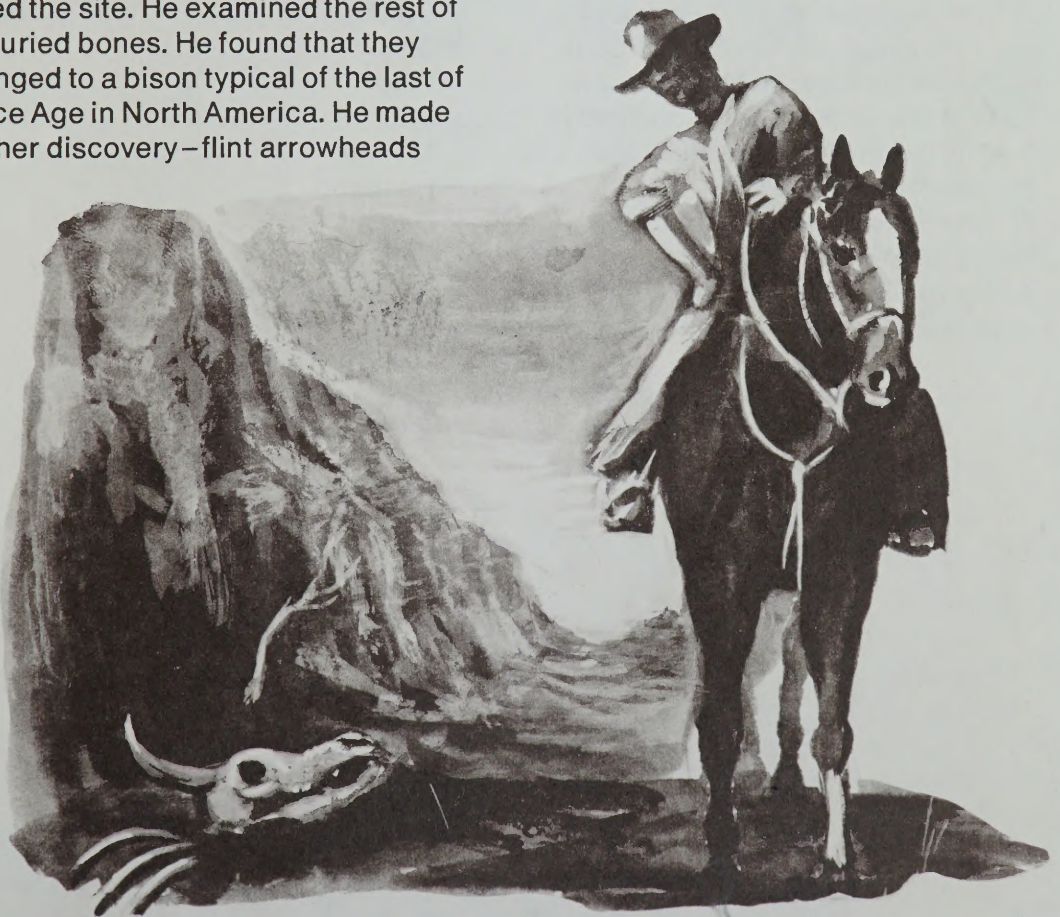
George told of his curious find to many people. Eventually a scientist visited the site. He examined the rest of the buried bones. He found that they belonged to a bison typical of the last of the Ice Age in North America. He made another discovery—flint arrowheads

among the bones! More excavations were carried out. More bison bones and, between the ribs, more of the curious flint points were found.

The history of North America had rolled back 10,000 years. This became known as the Folsom Find, named after a small town nearby.

Imagine the excitement! Flint arrowheads! Over 10,000 years old! Did people like us live that long ago? How long has man lived on earth? How did he come to be here in the first place? How has he survived so long?

This book cannot answer all of these questions, but it will help you find answers to many of them.



2407750



**Unit 1**  
**What You Should Know**  
**About Your Family**

Hi! We're the Jones family. That's our dog Patches. That is a picture from our photo album. You can tell it's an old one, can't you?

Mother drew the chart on page 5 to go along with the picture. Can you read the chart? The place to begin is marked with a big X. Mother says if we learn to read her charts we will discover a lot about our family and its relations.

- 1. Try naming each member of the Jones family. How can you be sure which one is Jim and which one is Joe?
- 2. Find Jack Jones on the chart. Why does the chart line run right through Jack and not through Mary? Why not run the line *between* Jack and Mary?
- 3. Why is Janet called Janet Jones and not Janet Smith?
- 4. Why is Patches not included on Mother's chart?
- 5. The relationship between Janet and Jack is a *daughter/father* relationship.

What is the relationship between the following people?

- Janet and Mary
- Joe and Janet
- Mary and Jim
- Jim and Jack
- Jack and Mary

- 6. Find a picture of your own family. Try drawing a chart like the one Mrs. Jones drew for her family.
- 7. Is there any information on your chart that you are not quite certain about?

**Things to Know**

When answering Question 5, you can use the information in this box:

- Brother
  - Sister
  - Wife
  - Son
  - Mother
  - Husband
  - Daughter
  - Father







**Unit 2**  
**What Mom and Dad Can Help**  
**You Know**

On page 7 is another picture from near the back of our album. It shows a big family picnic in honor of our grandparents. Uncles and cousins came from far away to be at this picnic. Can you pick out our family in the picture?

- 1. Sometimes these charts are called “family trees.” Can you explain why?
- 2. Explain why the tree looks out of shape.
- 3. You can find the Jones family’s chart in the tree. See if you can pick out all the new branches that have been added to the original chart. Can you figure out how each new branch relates to the Jones’ family?
- 4. Where is Barbie in the picture? According to the chart, she does not belong where you find her. Where should she be? What does the picture tell you about people that the chart does not?
- 5. At the very top of the chart you can see Barbie. Why is her name Brown? How can a Brown be part of a Jones’ tree?
- 6. Draw up your own family tree. Get all the information you can about your relatives.
- 7. How certain are you that all your information is correct? Why are you probably not as certain about all your

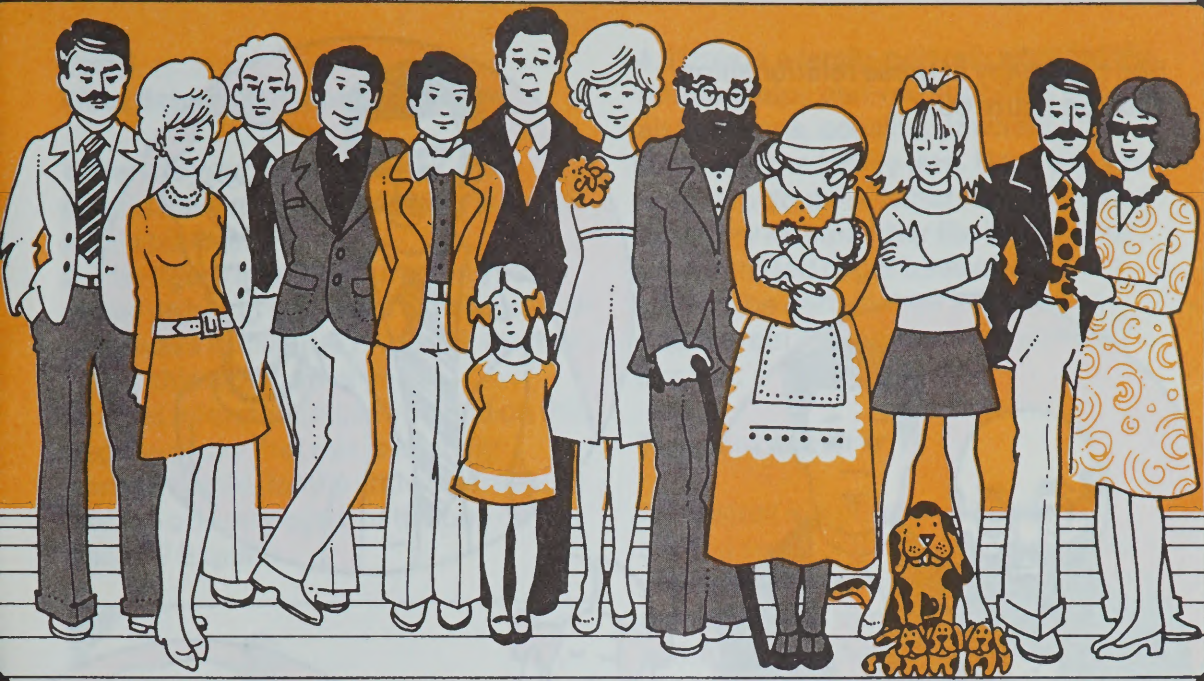
information this time as you were in preparing the first chart?

- 8. If you asked your Mom and Dad for help, how many of these things did they do to be sure their information was correct?
  - a) They gave the information from memory.
  - b) They looked up pictures and dates in a family album.
  - c) They found the information in the family Bible.
  - d) They wrote to relatives in order to get correct information.
  - e) They found birth certificates and marriage certificates to prove names and dates were correct.
- 9. How many things can you find in the picture that tell you it was taken several years after the picture on page 5?

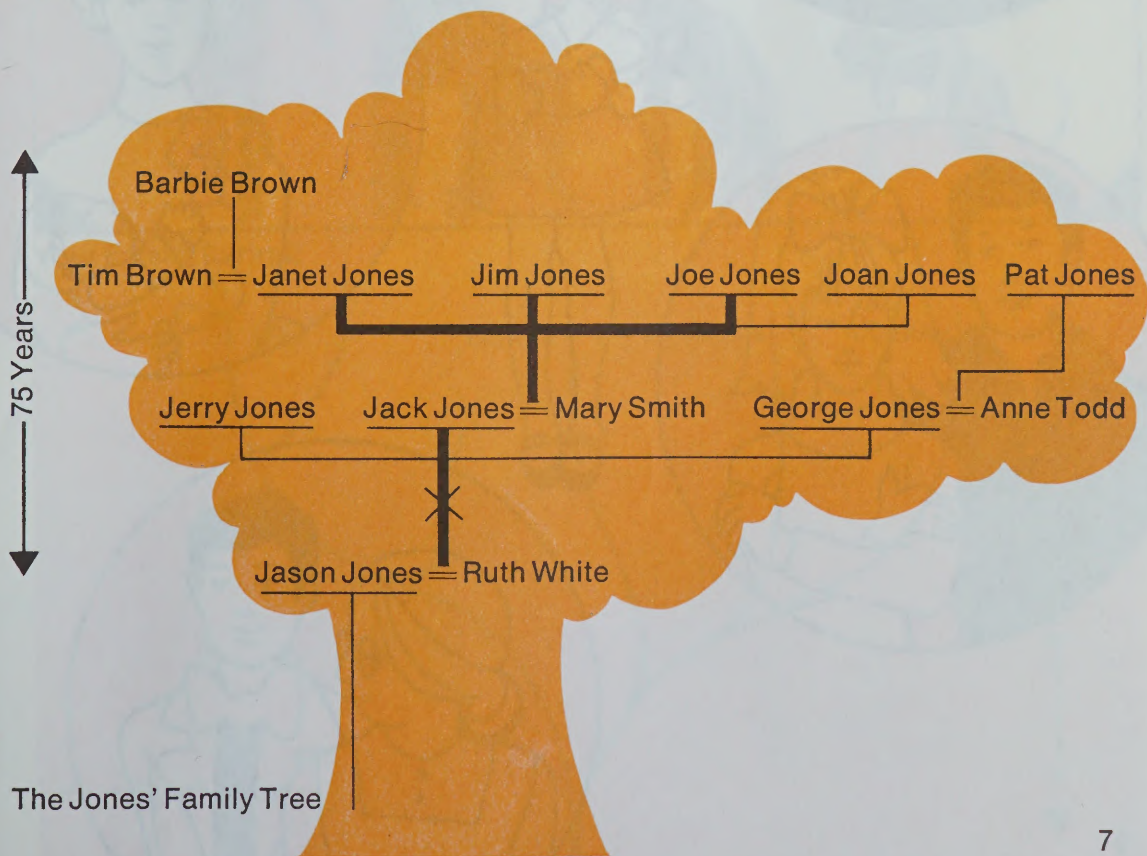
**Things to Know**

- Daughter
- Father
- Son
- Uncle
- Cousin
- Husband
- Wife
- Sister
- Brother
- Mother
- Aunt





Jones' Family Reunion Picnic 1973





See how many of these relationships  
you can figure out . . .





## Unit 3

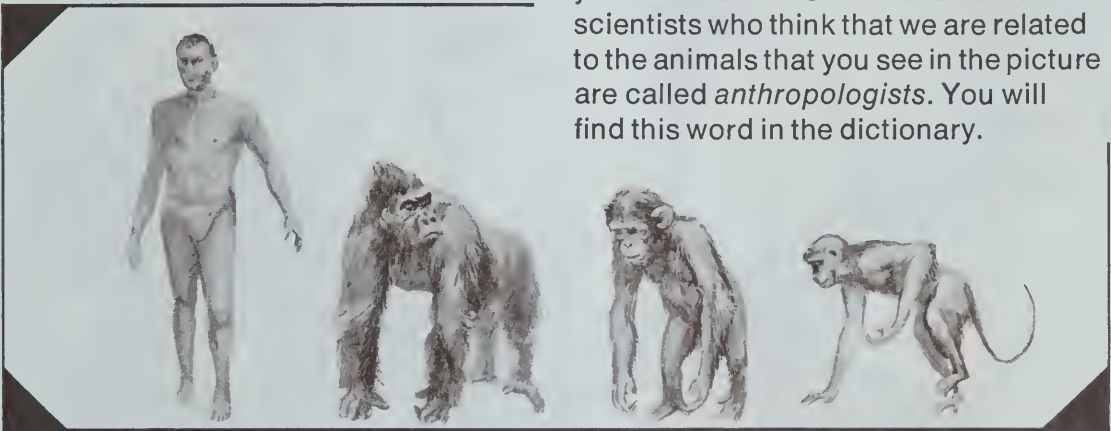
### What Scientists Think They Know

1. Here is *your* family portrait. You should have no trouble finding yourself in this picture.
2. The figure in this picture that you chose as being you is not exactly you. In what ways is this true? And yet, in what way *is* this a picture of you?
3. What information can you find on this page to prove that this is a family portrait? Is the family shown here more like the one on page 5 or the one on page 7? Explain.

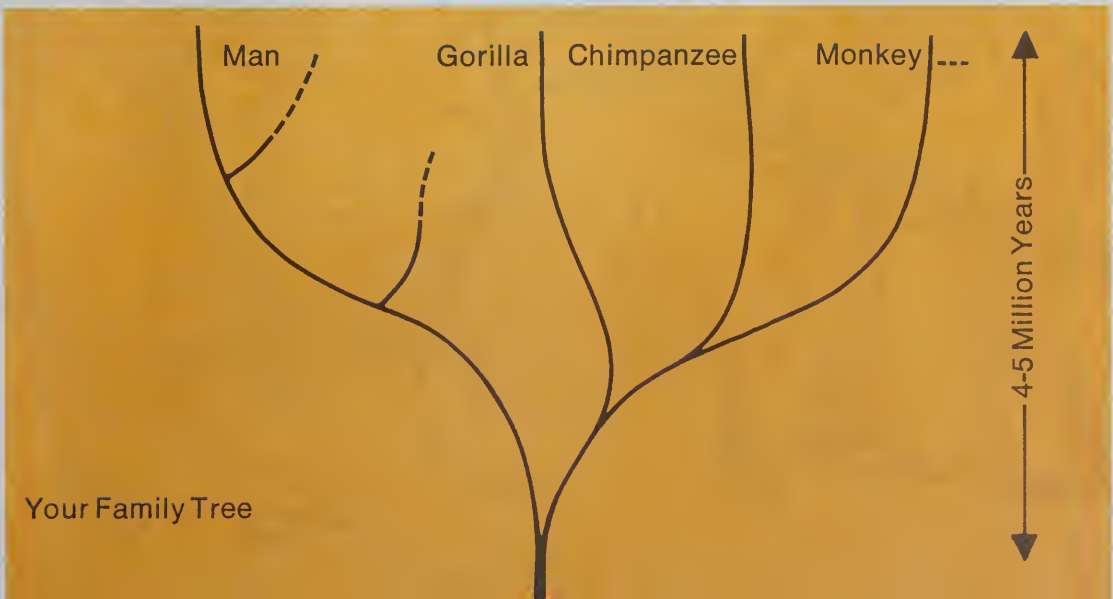
4. If this is a family portrait, what family relationships can you suggest? Are you sisters, sons, cousins, or what?
5. Look at the family tree. Have you any reason to doubt whether it is telling us a true story? Remember the things your Mom and Dad might have checked in order to be certain their information was correct? Will these help us here? Explain.

### Things to Know

A scientist is a person who makes a careful study of things before he tells you what he thinks is the answer. Some scientists who think that we are related to the animals that you see in the picture are called *anthropologists*. You will find this word in the dictionary.



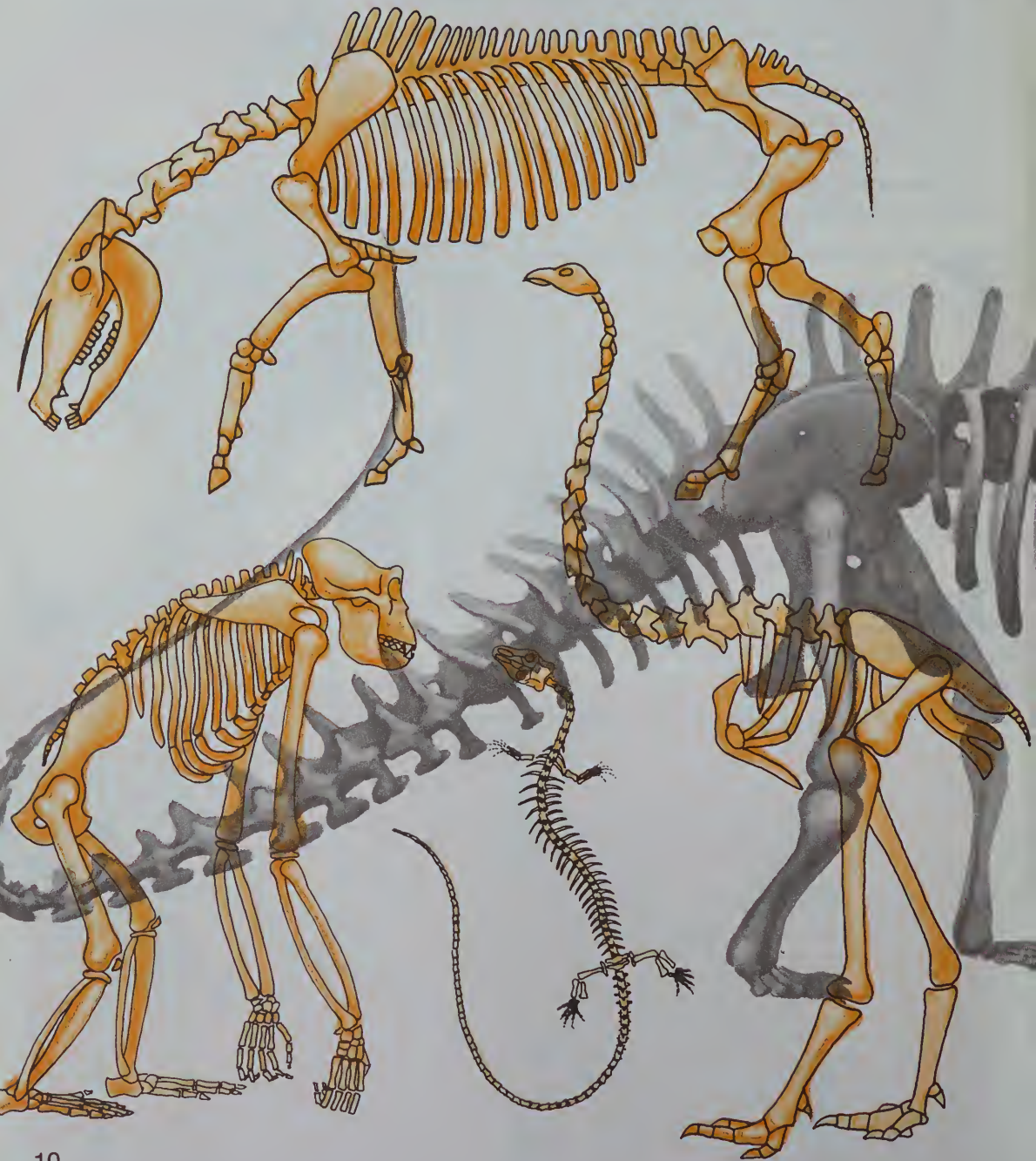
Your Family Portrait



## Why Scientists Think So

Scientists make a careful study before they can draw a chart like the one on page 9. They study the skeletons or the bones that remain after an animal dies. Scientists say that the bones of the

animals on page 9 are similar and belong to the same family. Here on pages 10 and 11 are skeletons that belong to a wide variety of animals. Take your pencil and draw the outline of the animal to which each skeleton belongs.





1. How many can you recognize?
2. Can you find your teacher's skeleton? Can you find one other skeleton that looks like your teacher's? In what ways are their bone structures similar?
3. In what ways are their bone structures different?
4. To what extent are you convinced that the two are closely related?
5. Do all the skeletons seem to have some similarities? Does this mean that all the animals are to some extent related?

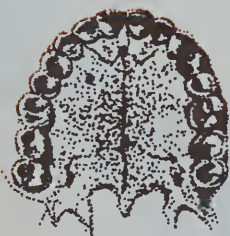




### Let's Take a Closer Look

1. Who are the owners of the skulls seen on these two pages? How can you tell?
2. Compare the two sets of skulls, jaws, and teeth. Make a list of as many differences as you can find.

3. Place the differences that you have listed in their order of importance. Explain the order in which you have placed them.



Upper



Lower

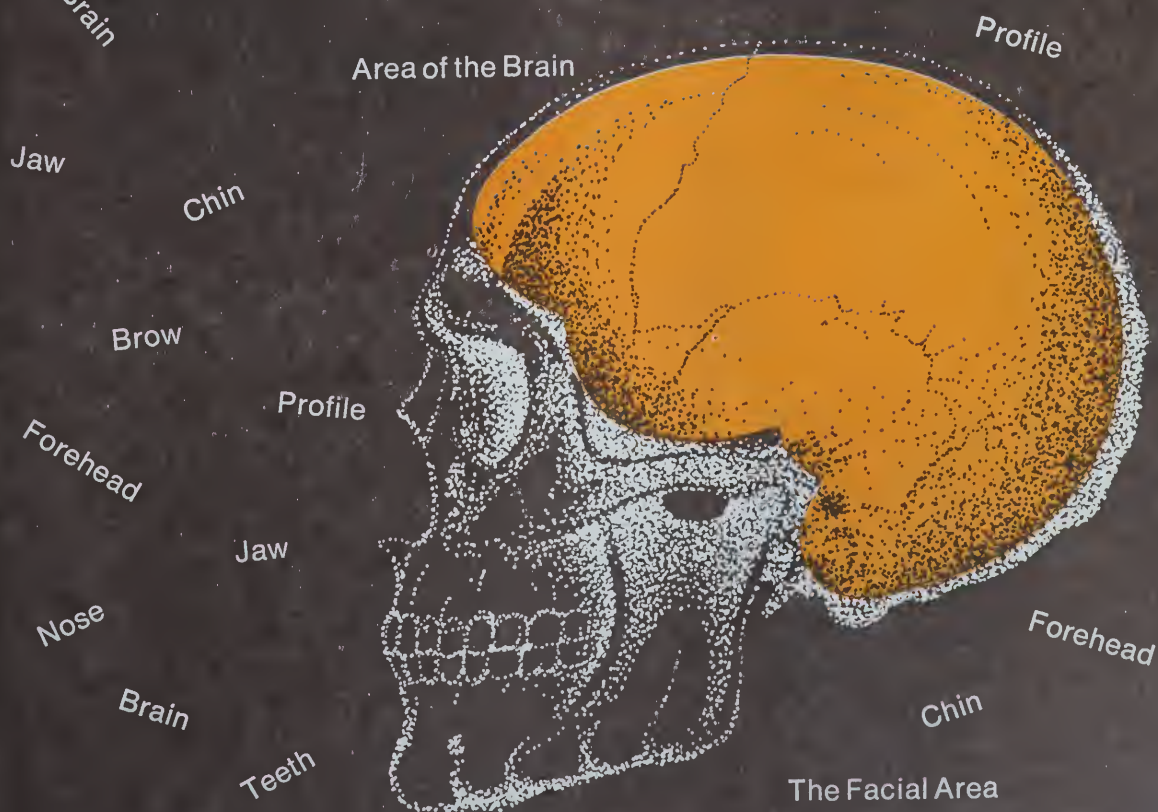
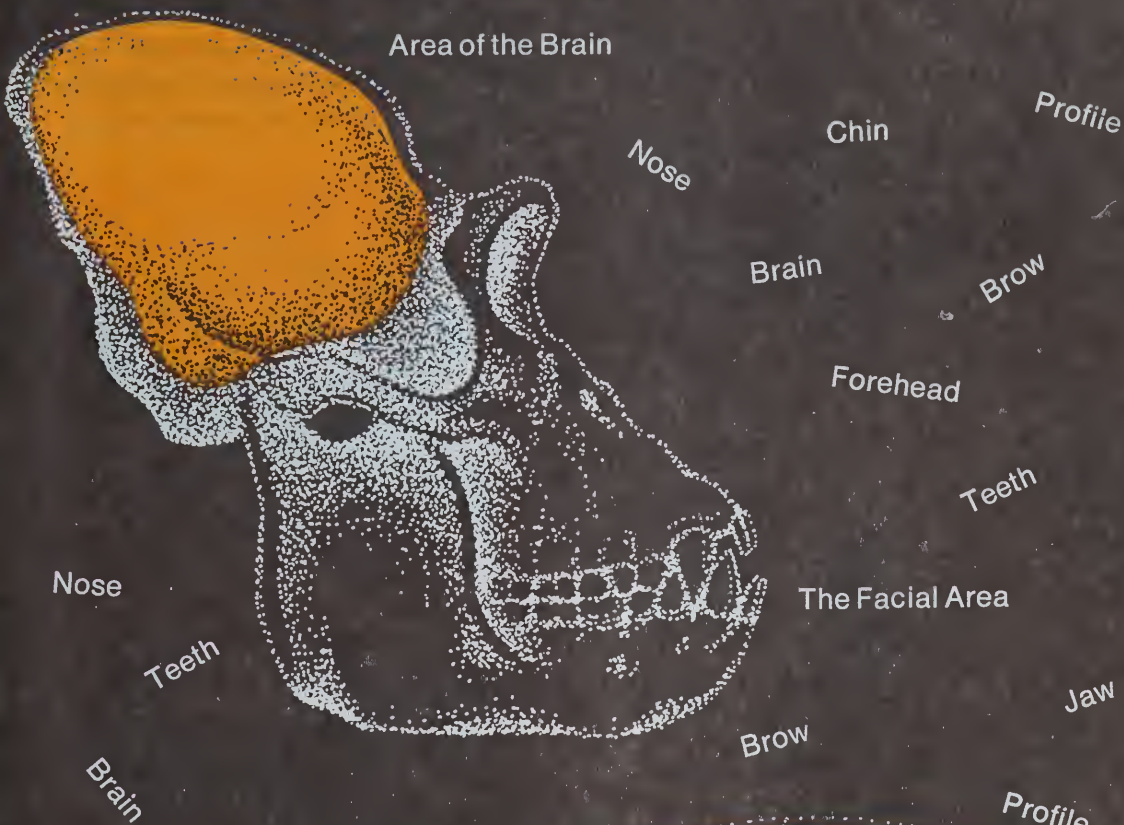


Upper



Lower



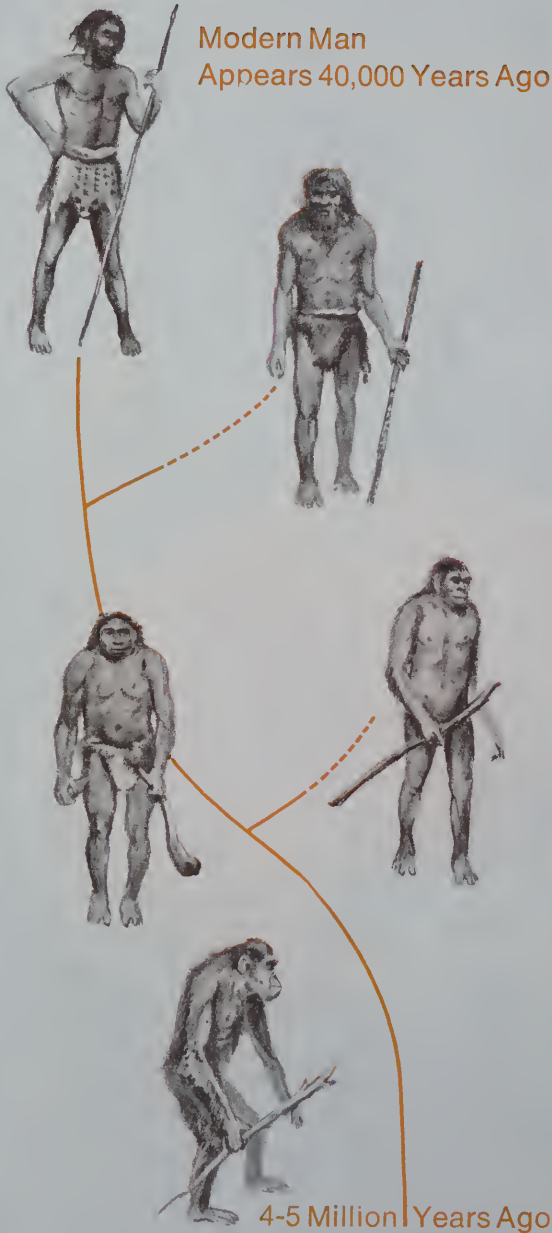




## Unit 4

### What Scientists Think About You

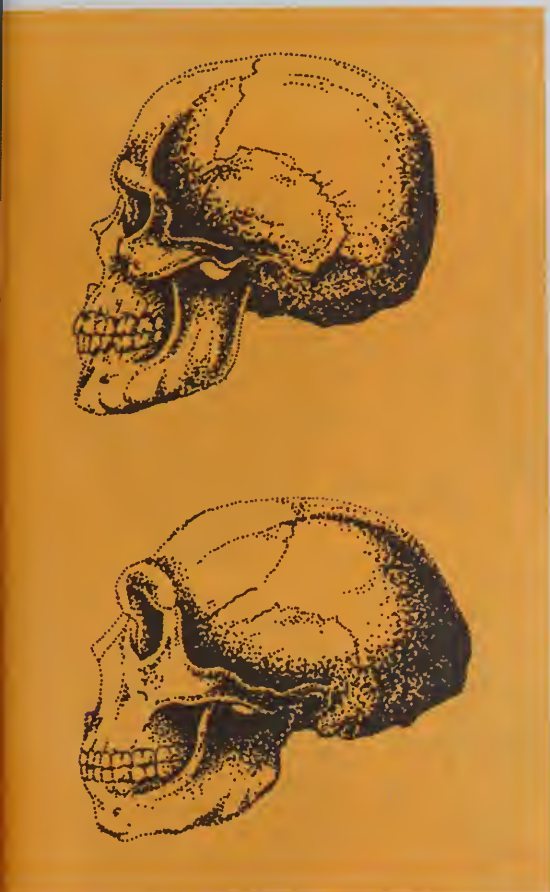
1. Here is a branch from the chart on page 9. What does this branch tell you about the way man developed?
2. We were able to draw this branch showing man by studying the bones of man dug up from long ago.



Here are four skulls. Can you tell whether or not they are human skulls? Place them in the order in which they



lived. Which one dates back the farthest, which the next, and so on? How can you tell?



## Unit 5

### What Did We Look Like Long Ago?

Here are two views of an old skull. How can you tell if this is a human skull? Draw a picture of this man's face as he might have looked when he was alive.





## Unit 6

### What We Look Like Now

1. What does this page tell you about man's development?

2. What does this page tell you about the facial features you sketched for page 15?

3. In what ways do modern men differ? Offer some reasons why they differ.



## Unit 7

### Brains Do Make a Difference

#### Words to Know

To Remember

To Think

To Learn

To Decide

To Judge

To Value

To Believe

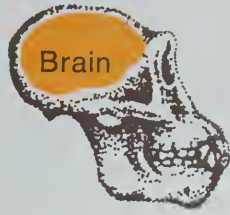
To Create

To Know

To Speak

To Write

To Read



Chimpanzee



Early Man



Modern Man

1. Look carefully at the shaded areas shown on the two brains in the picture below. Tell what each of the shaded areas does.

2. Compare the shaded areas of the two brains. What conclusions can you make from such comparisons?

3. What must the unshaded parts of these brains do? Compare the two unshaded areas and make some conclusions.

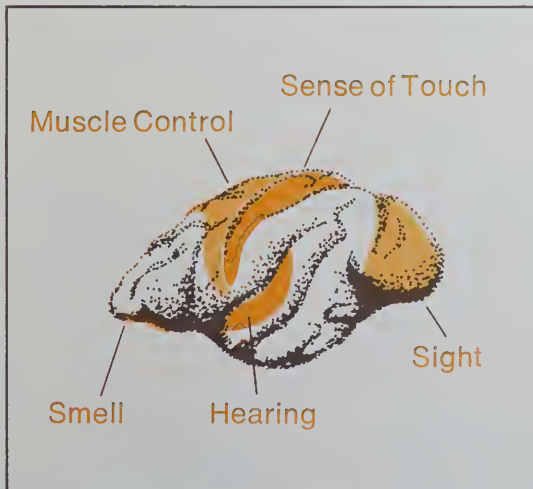
4. How do the other pictures on this page help in comparing the brains?

5. Why is this page very important to understanding how man became "human?"

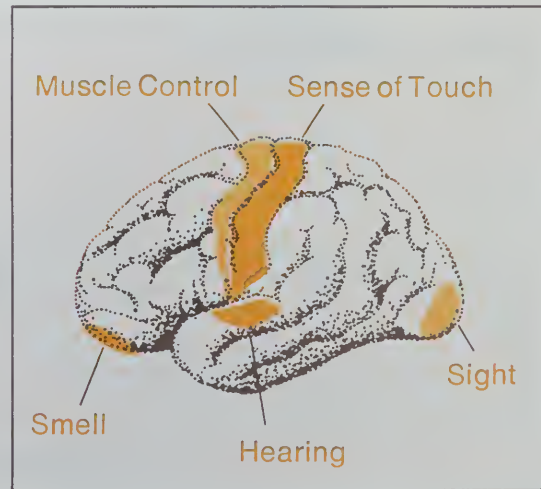
#### Did You Know?

A tarsius can remember for 5 seconds, a gibbon for 15 seconds, an ape for 2 hours, and a man has no bounds.

#### A Monkey's Brain



#### A Man's Brain





## Unit 8

### A Scientist Who Studied Old Bones

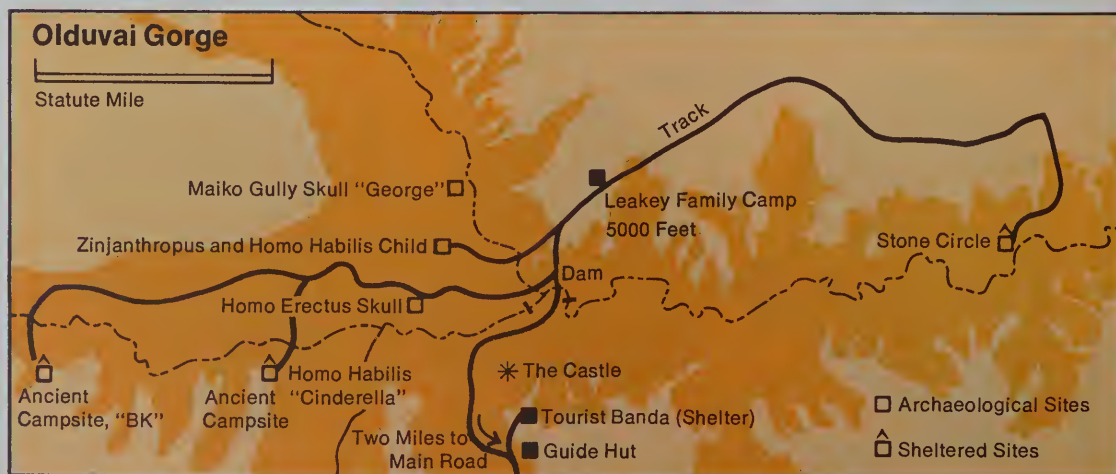
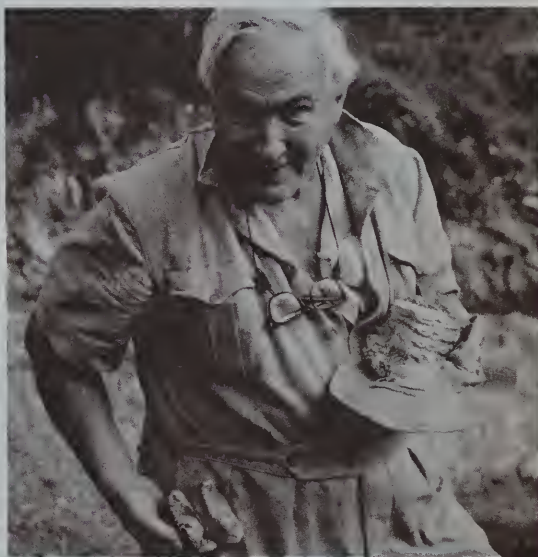
Dr. Louis S.B. Leakey was a scientist who spent all his life searching for and studying old bones. Dr. Leakey and his wife, Mary, were called *anthropologists*. Their search was for the bones of early man. For over forty years they dug in a deep ravine in East Africa called Olduvai Gorge. It was in this gorge that the Leakeys made some startling finds.

Olduvai Gorge has made possible the discovery of bones that are believed to be about two million years old! The Gorge was once a river valley. Then the ancient river cut away the sides of the valley to create a gorge with steep walls. These walls look like a layer cake. Each layer of soil deposited over millions of years can be clearly seen. The lower the layer, the older the deposit. By carefully cutting into these layers, the Leakeys discovered many old bones. Some of these belonged to early man.

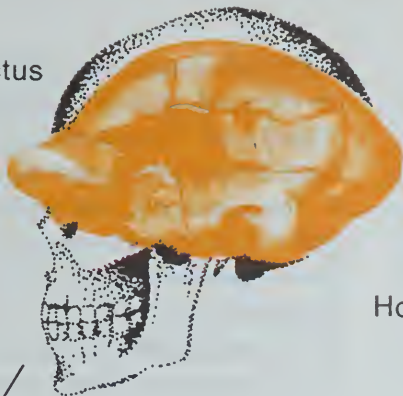
On page 19 is a cross-section of the Gorge. You can see how steep the sides are and you can make out the

various levels. The age of each of these levels is shown. Also marked are the levels at which the Leakeys made some of their most important finds.

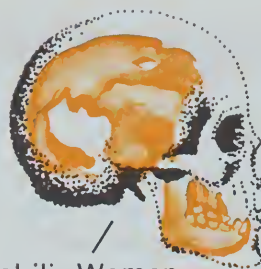
Dr. Leakey said that there were about 150 miles of canyon wall. In forty years of digging he and his wife had searched only 10 miles of it. This sort of digging is slow, for it must be done carefully with small brushes and trowels. According to Dr. Leakey, it will probably take another two hundred years to dig and sift the walls of the Gorge.



Homo Erectus



Homo Habilis Woman  
"Cinderella"



Bed IV

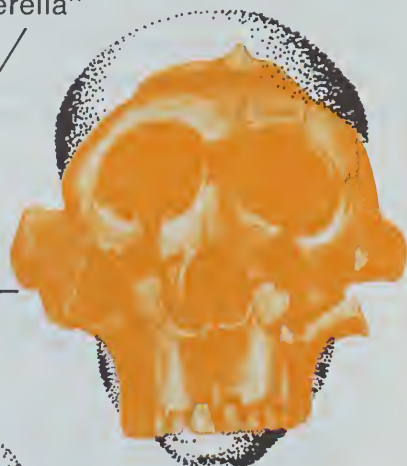
Bed III

500,000  
Years Ago

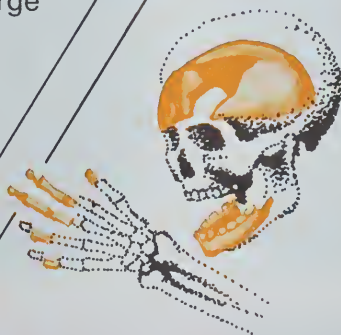


Maiko Gully  
"George"

Bed II



Zinjanthropus



Homo Habilis Child

1,000,000  
Years Ago



Homo Habilis Woman

Bed I

Stone Circle  
May Be Remnant of  
Ancient Circle

1,800,000  
Years Ago

**Major Finds in Olduvai Gorge**  
*Each Fossil Superimposed on  
Present-Day Human Skeleton*

*Fossils Are Shown Here In Relation  
To Modern Man.*



# The Culture of Man

## Unit 1

### In Search of Food

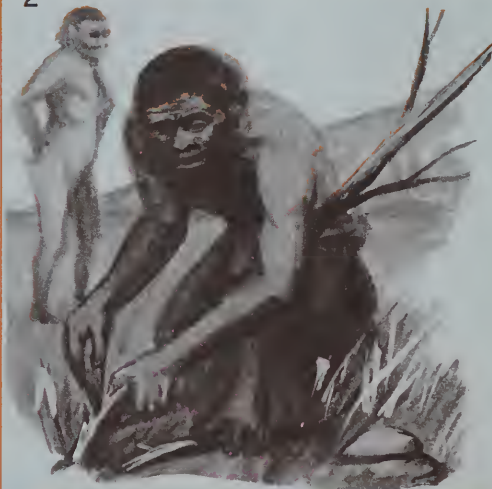
1. The first set of pictures might suggest that the ape and the man have different eating habits. What do the pictures tell you about this?
2. What other animal do you see in the first set of pictures? Why is it shown?

3. Neither the ape nor the man have developed long necks. How does the second set of pictures suggest one reason why this was not necessary?
4. The second set of pictures suggests that the man is slower at figuring out how to reach his lunch. Do you agree with this?
5. How does the third set of pictures help you to decide on an answer to question 4?

1

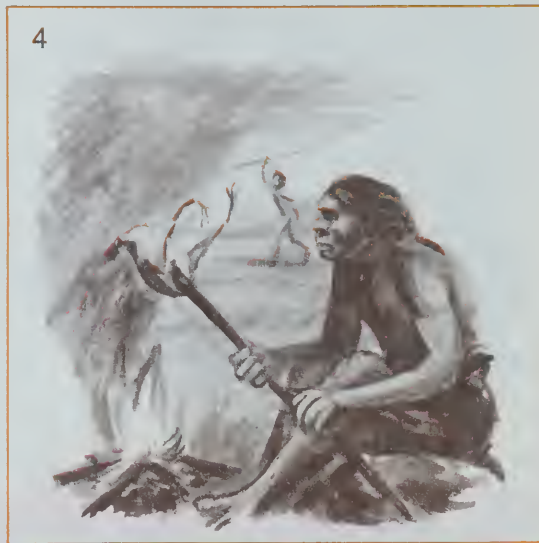


2



6. The fifth set of pictures shows both the ape and the man eating lunch at about the same time. Does this prove that they are both equally clever?
7. Compare the pictures in the sixth set. They describe an important difference between man and his cousin, the ape. Explain this difference.
8. The seventh and eighth sets show how important the difference in question 7 is. Explain what the pictures in 7 and 8 are trying to say.

9. The seventh and eighth sets show another important difference between man and ape. What is this difference?
10. Add up the number of sticks and stones the apes used in the pictures. Count up the number the man used. Why the big difference?
11. *Culture* is an important word to know. *Culture* is whatever man *learns* – what he learns to do, what he learns to say, what he learns to think. What did the man in the pictures *learn* to do?





**12.** The son *learned* what the father had learned. Explain why he probably *learned* it much faster than the father did.

**13.** It is said that the ape has no *culture*. That means he does not learn beyond a simple sort of learning. Use

the pictures to show that the ape did not *learn* much.

**14.** If an *anthropologist* dug up the pole used by early man, he would cry: "Look! I've found an *artifact*!" What he really was saying was: "Look! I've found a piece of stick that is part of early man's *culture*!"

5



6



a) What is an *anthropologist*? What is an *artifact*? The dictionary can help you answer these questions.

b) How could the *anthropologist* tell that he had found an *artifact*?

**15.** If the *anthropologist* dug up the sticks that the apes used, he would study them carefully, and then toss them aside. He might say: "These aren't *artifacts*. There is no sign of *culture* in this pit!" Can you explain this?

7



8





## Unit 2

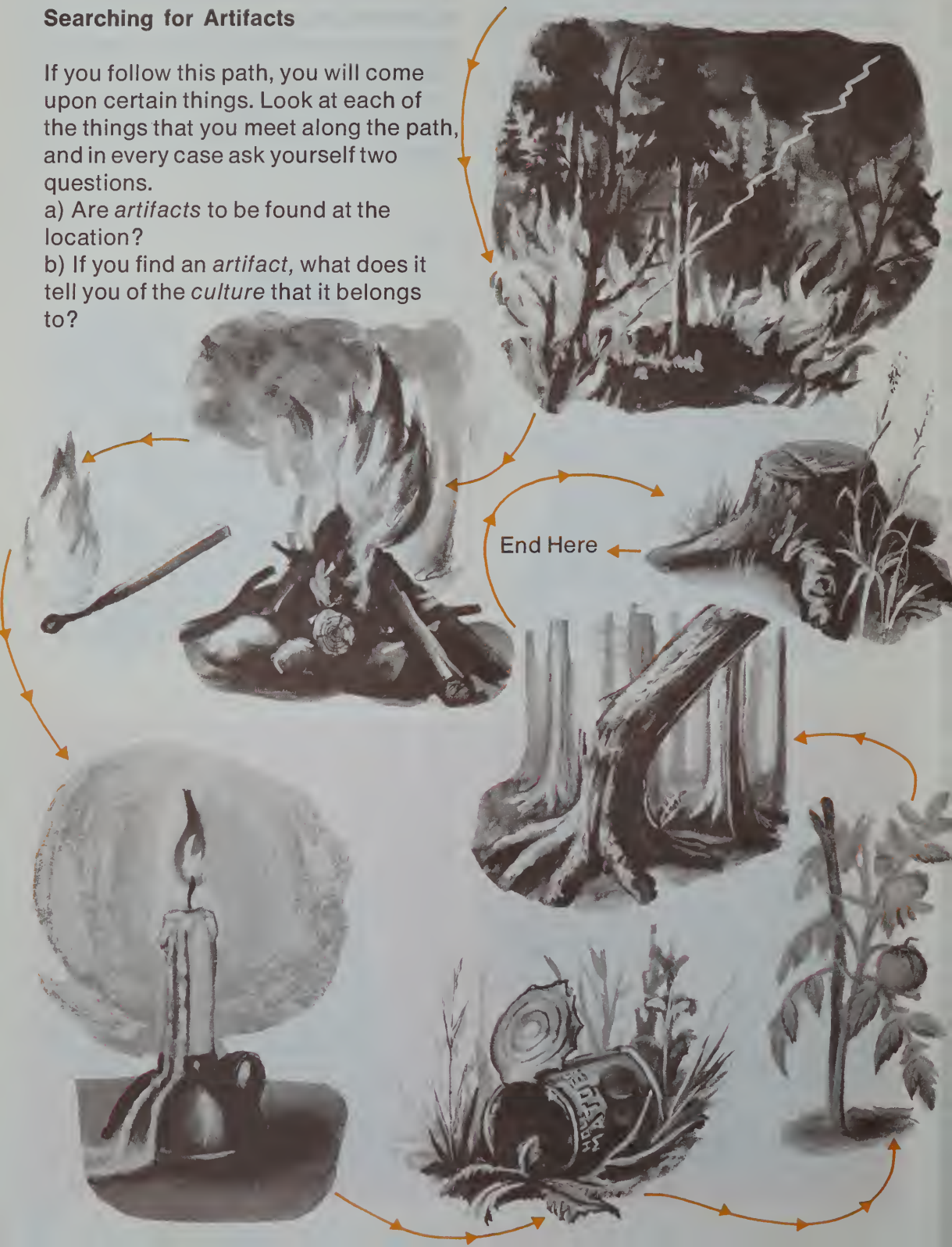
### Searching for Artifacts

If you follow this path, you will come upon certain things. Look at each of the things that you meet along the path, and in every case ask yourself two questions.

- Are *artifacts* to be found at the location?
- If you find an *artifact*, what does it tell you of the *culture* that it belongs to?

Start Here

End Here



### Unit 3

#### A Modern Artifact

Here is a modern *artifact*. Suppose that this *artifact* was dug up one thousand years from now. How would the *anthropologist* know that it was an *artifact*? What can it tell him about our *culture*, or our way of life?





## Unit 4

### Man and Fire

1. How do you think man first discovered fire?
2. How do you suppose man first made fire? Remember, he did not have matches.
3. In the picture, *Jug* is told to save fire for the next camp. What does this mean? How would *Jug* go about "saving fire?"
4. It is not necessary to cook meat in order to eat it. However, cooking it does have several benefits. Think of some.
5. *Little Bug*, although he does not realize it, has made a great discovery. What is it?

6. The use of fire brought about many changes in man's way of life. Compare the two pictures. How many of these changes can you identify?

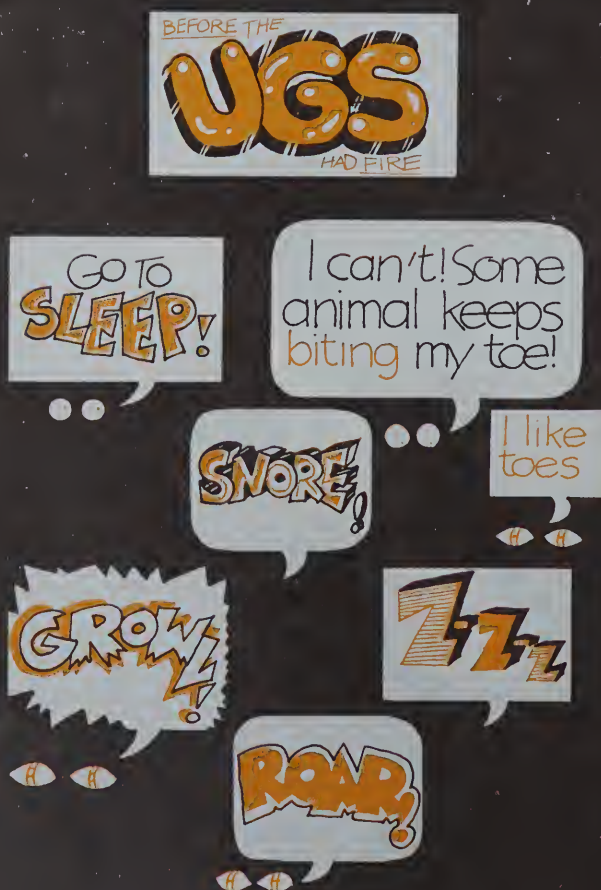
Decide how important each of these changes was to man's way of life.

7. Cooking over a fire is done in a variety of ways. *Hug* is being offered several cooked dishes. Explain how each of these was cooked.

8. The use of fire made the eating of seeds such as wheat and barley possible. Why was this so?

9. Fire now made possible a greater variety of foods. What effects should this have had on man?

10. How might the use of fire play a part in the changing of man's teeth and jaws?





LET'S NOT STAY UP TOO LATE, WUG. WE'RE ALL NEEDED TO HELP HUNT TO-MORROW AT DAWN.



# THE FAMILY OF WUG HAS FIRE

THE SHADOWS FRIGHTEN ME. WHAT DO THEY TELL YOU?

THEY PROMISE A GOOD HUNT TO-MORROW.



WHAT WOULD YOU LIKE FOR DINNER, HUG? THERE'S BAKED BEAN, BOILED BARK, ROAST RABBIT, GRILLED GOAT AND STEWED MAMMOTH.

WHAT HAPPENED TO GOOD OLD RAW MEAT?

I'LL HAVE MINE WELL-DONE.

COME, CHILDREN TIME FOR BED.

OH, CAN'T WE STAY UP? IT'S THE ONLY TIME WE GET TO PLAY.

THIS IS ABOUT THE ONLY TIME WE GET TO GOSSIP.

LITTLE BUG, STOP PUTTING CLAY IN THE FIRE! IT WON'T BURN. IT JUST GETS HARD.

ROAR!

DON'T WORRY, MUG, THE ANIMALS WON'T COME NEAR OUR FIRE.

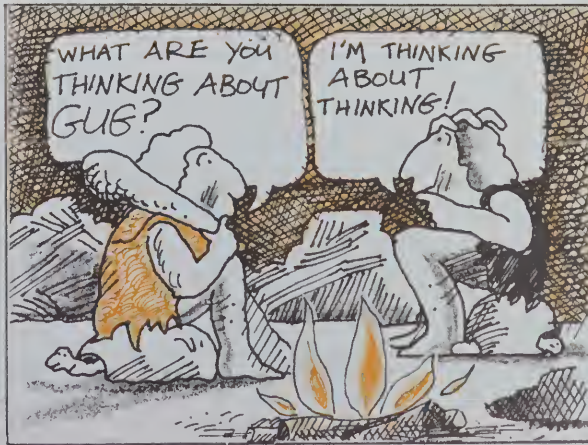
LOOK, DUG, IF I CHAR THE END OF MY SPEAR IN THE FIRE, THE WOOD BECOMES QUITE HARD.

DON'T FORGET, JUG, WE MUST SAVE FIRE FOR OUR NEXT CAMP.



WHAT ARE YOU THINKING ABOUT GUG?

I'M THINKING ABOUT THINKING!





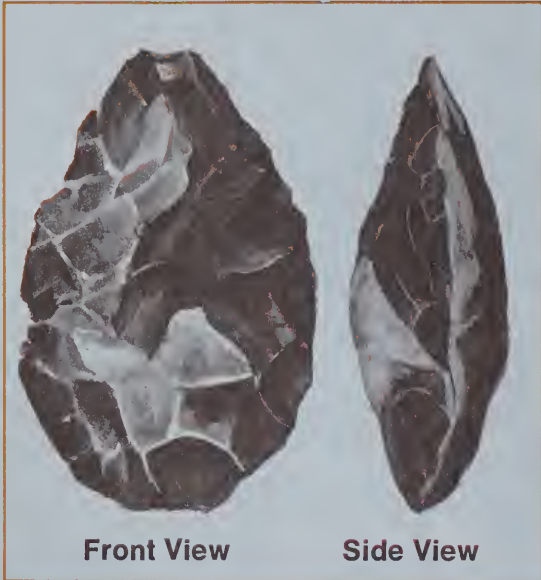
**Unit 5**  
**A Very Old Artifact**











In the picture below you see a piece of flint rock. *Anthropologists* tell us that this is an *artifact*. Why might they think so?

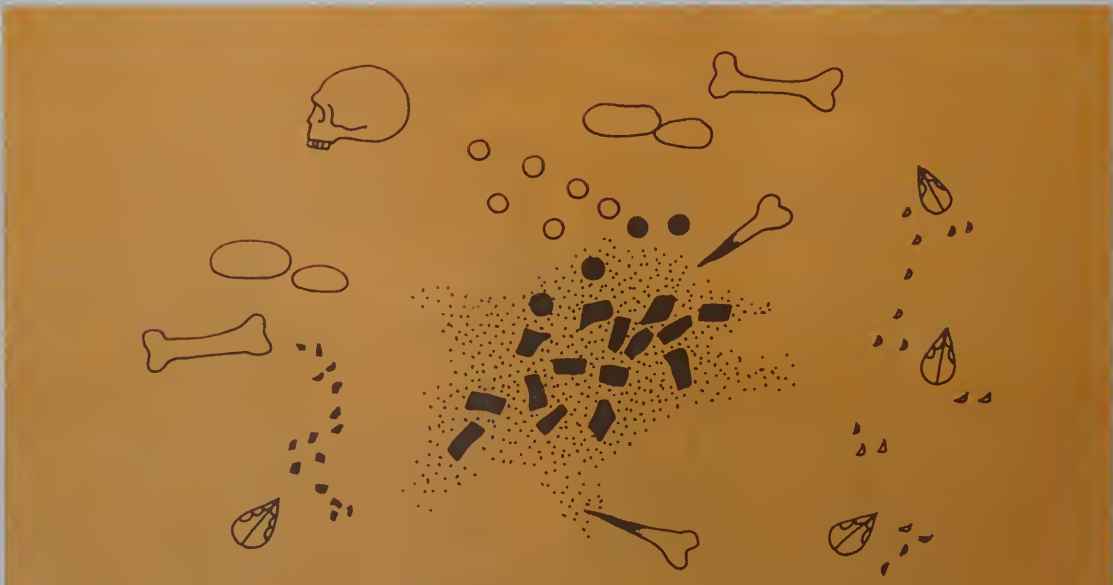
**A Piece of Flint Rock**  
Note: Flint Rock is Not Commonly Found in This Region

*Anthropologists* will tell you that it is difficult to be handed a piece of rock and tell if it is a real *artifact*. (Do you agree?) *Anthropologists* say that it is important to look at the spot where the rock was found. By doing this, they can be quite certain that this rock is an *artifact*.

Below you see a picture of the spot where this rock was found. What things do you see that would help the *anthropologist* decide that our piece of rock is a real *artifact*?



-  Our Flint Rock
-  Flakes of Flint
-  Animal Bones
-  Charred Animal Bones
-  Charcoal
-  Human Bones
-  Whole Nuts
-  Roasted Nuts
-  Cracked Nuts
-  Other Stones



## Unit 5

### Four Cultures of Today

1. What is similar about these four pictures?
2. Which of the pictures shows your *culture*? What things in the picture leave you unsure of your choice? Can you solve this problem?

3. Which picture shows two quite different *cultures*?
4. Describe the level of *culture* seen in picture 3.
5. What is considered *culturally* acceptable to the people in picture 4 is declared unlawful in our *culture*. Explain this.





# The Old Stone Age

## Unit 1 Tools That Belonged to Early Man



1. Examine each of the tools on the opposite page. Suggest what each of these tools was used for. (The man on page 27 probably used the tool in diagram 4.)
2. Give each tool a name.
3. These are tools of the *Old Stone Age*. We know this from the way the tools have been made. Can you explain how most of these tools were made from pieces of flint rock?
4. If one can believe the tools, how did the man of the *Old Stone Age* spend most of his time?
5. The people of the *Old Stone Age* were *nomadic*. That is, they moved regularly to new camps. Why was it necessary for them to be *nomadic*?
6. *Old Stone Age* man must have used more than stone in making tools. You can find this on page 30 in two ways:  
a) by carefully examining what can be seen of the tools in the pictures,  
b) by imagining certain parts of the tools that are not shown on the page.

7. As you will learn when you read about the Tasmanian Stone Age people, clubs were quite often used in hunting. Why are clubs not shown on page 30?
8. We will also see that Tasmanian Stone Age Man used stones and boulders in the hunt. Why are these not shown in the picture on page 30?
9. The tools a person uses tell a great deal about his *culture*. How would *Old Stone Age* man dress? How would he build his house? How much time did he have to himself? What answers can you find to these questions on page 30?
10. The better the hunting tools, the more effective the hunter. How does the diagram that you see here explain this?
11. The better the hunting tools, the more spare time the hunter has to do other things. Use the diagram to explain why this could be true. What might a man do with his spare time?





## Unit 2

### Two People of the Old Stone Age

#### The Tasmanian

Tasmania is an island off the southern coast of Australia. Named after Abel Tasman who discovered it in the year 1642, it was visited by Captain Cook in 1777. These men reported finding a people on the island who were still living in the Stone Age. Their only possessions were flint hand-axes, wooden spears, and skins for dress. Pots and pans did not exist and cloth and iron were unknown to them. Their houses were simply windbreaks, but wet and cold did not appear to harm them. In 1831 they were placed in huts on Flinders Island. It was found that they caught cold more readily in the huts than when living in the open.

The speech of the Tasmanian can scarcely be called a language. Captain Cook compared it to a man clearing his throat. But surely no white man ever cleared his throat with so many odd sounds.

The Tasmanians were nomads; that is, they moved about the country in search of food. When food was scarce

the old and the sick were left to die. At times babies were left too.

For hunting they used a plain wooden spear which was cut, trimmed, and scraped with the flint hand-ax. The spear was 11 feet 11 inches long. It tapered from a thickness of over 3 inches to only  $\frac{1}{2}$  inch. The 3-inch end was charred by fire and pointed by scraping. The Tasmanian could throw his spear and kill an animal at a distance of 50 yards. Their only other weapons were wooden clubs about  $2\frac{1}{2}$  feet long and stones, which they threw with great accuracy. The Tasmanians were wonderful hunters with keen sight, hearing, and smell.

The animal that they had killed was thrown on a wood fire to burn off the hair or feathers and to partly cook it. The meat was then cut apart with the flint knife. The cooking was finished off by roasting over a fire. A little wood ash served as salt.

The women were not treated well. They were left to do all the work while the men hunted.

The Tasmanian carried fire with him from camp to camp by means of



decayed touchwood. This smoldered for hours and could then be blown into flame.

The Tasmanian believed in an afterlife on a pleasant island with his ancestors. The dead were sometimes burned, and sometimes placed in hollow trees.

One traveller has left us a rather amusing description of how they settled quarrels: "The parties approached one another face to face and, folding their arms across their breasts, shook their heads in each other's faces. At the same time they shouted loudly and angrily until one or the other was tired or had lost his feeling of anger."



Truganini, the last Tasmanian. Drawn from a photograph taken in 1875.

The Tasmanian no longer exists. The last one was Truganini who died in 1877.

Why should a people who had managed to live since Stone Age times suddenly cease to exist? Harm was done when the Tasmanians were cast on an island reservation. But even if they had been treated more kindly they would probably have disappeared. These people had lived with no other aid than spears, clubs, and flint knives. Then along came strangers with wonderful ships and tools that made sticks and stones seem silly. The Tasmanians lost pride in themselves and they lost heart and the desire to live. Their life came to an end.

1. The Tasmanians lived in a Stone Age culture. How many things can you find in the story that prove this to be true?
2. The Tasmanians must have been bad people to leave babies and old people to die. Do you agree?
3. Compare the Tasmanian spear with the one you read about on page 31.
4. It seems that most primitive people treated their women the way that the Tasmanian treated his. Why is this?
5. Are women still treated the same way today? How has it changed? Why?
6. The story suggests that providing these people with proper shelter was the wrong thing to do. What do you think?
7. Do you think that we could learn how to deal with our quarrels by using the Tasmanian's way of settling them?
8. Although babies and old people could be left to die, the Tasmanians would not put an adult man to death as a way of punishing him. What is the difference?



## The Bushman of the Kalahari

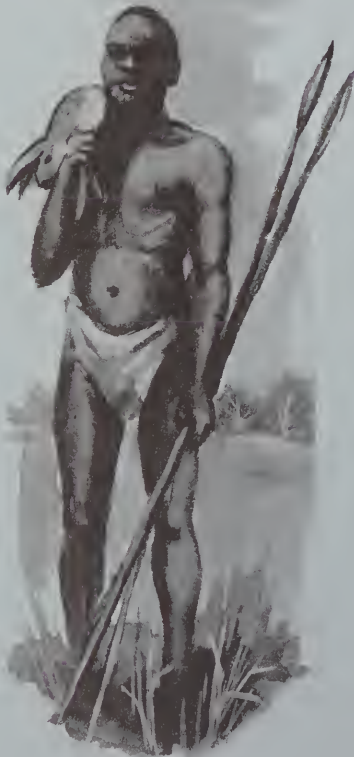
The Kalahari is a desert that lies in the southern part of Africa. In this dry, harsh land live a people known as the Bushmen. They still live in a Stone Age culture. Like the Tasmanian, the Bushman may soon disappear.

The following account is by an Englishman who accidentally met a Bushman in the Kalahari. The Englishman, Mr. Selwyn James, decided to risk a shortcut and drive the lonely road across the desert. When he was halfway across, his car ran out of water and he was stranded in the desert. After several hours in the heat he was approached by a Bushman armed with bow and arrow. James had heard fearful stories about Bushmen and their poisoned arrows, so he decided not to leave the protection of the car. The native remained for an hour staring at James. When it grew

dark the Bushman lit a fire of dry brushwood, for the desert is cold at night. James fell asleep in the car. He awoke next morning to find the small Bushman squatting on the hood with a skin full of water.



James decided to try leaving the car and was able to make clear that he needed the water for his radiator. The Bushman was pleased to offer the skin full of precious water. Then with a hollow stem he sucked water from the sandy ground where he knew there was an underground spring. In this



manner the Bushman filled the skin several times so that the car's radiator was soon full.

When James offered the Bushman his gold wrist watch the man felt it with trembling fingers and then handed it back. When James urged him to take the watch the little Bushman's eyes pleaded that he not be asked to accept such a gift. "You are after all, my guest," his eyes seemed to say. "This is my desert, my home. I do not want any payment for the help I have given." "Here," James thought, "is a man who is filled with a true, unselfish love for his fellow man. Somehow, a warm feeling of love and friendship bridged the ages of time that separated our two worlds."

## Things to Know

Although the Bushman is known as a hunter, only about one-third of his food is meat. Most of what he eats are roots, vegetables and nuts, especially the mongongo nut. Although there are about 85 plants in the Kalahari that can be eaten, the mongongo nut supplies the Bushman with well over half of the plant food that he eats.

## Did You Know?

Most Bushmen feel uncomfortable if they have in their possession a fine knife or a beautiful skin or any object that might attract attention. They fear that they will be envied or resented by the others. So the item is passed on to their neighbors who will in turn feel the same way.





1. Why did the Bushman return the wrist watch? The Bushman story gives you one answer to this question. Find some others.

2. The Bushman would find owning things a nuisance. Why does owning things not suit his way of life?

3. The Bushman can be described as friendly, helpful, and unselfish. How would life in the desert help him to become like this?

4. At one time there were over 45,000 Bushmen in the Kalahari. Now there are fewer than 9,000 who live in the desert. How do you explain this?

5. How can the Bushmen children in the picture on page 35 be so happy?

6. Bushmen live in small communities of from eight to ten families, totalling

about thirty people. Why would they live in such small groups?

7. One Bushman group does not make war on other Bushman groups? Why?

8. "... the Bushmen ... occupy a camp for weeks or months and literally eat their way out of it." What does this tell you about the Bushman's way of living?

9. The picture seen below shows you the kind of camp in which the Bushman lived. Can you explain the things you see in the picture as part of the way of life of the Bushmen? Are there any things in the picture that do not seem to belong?



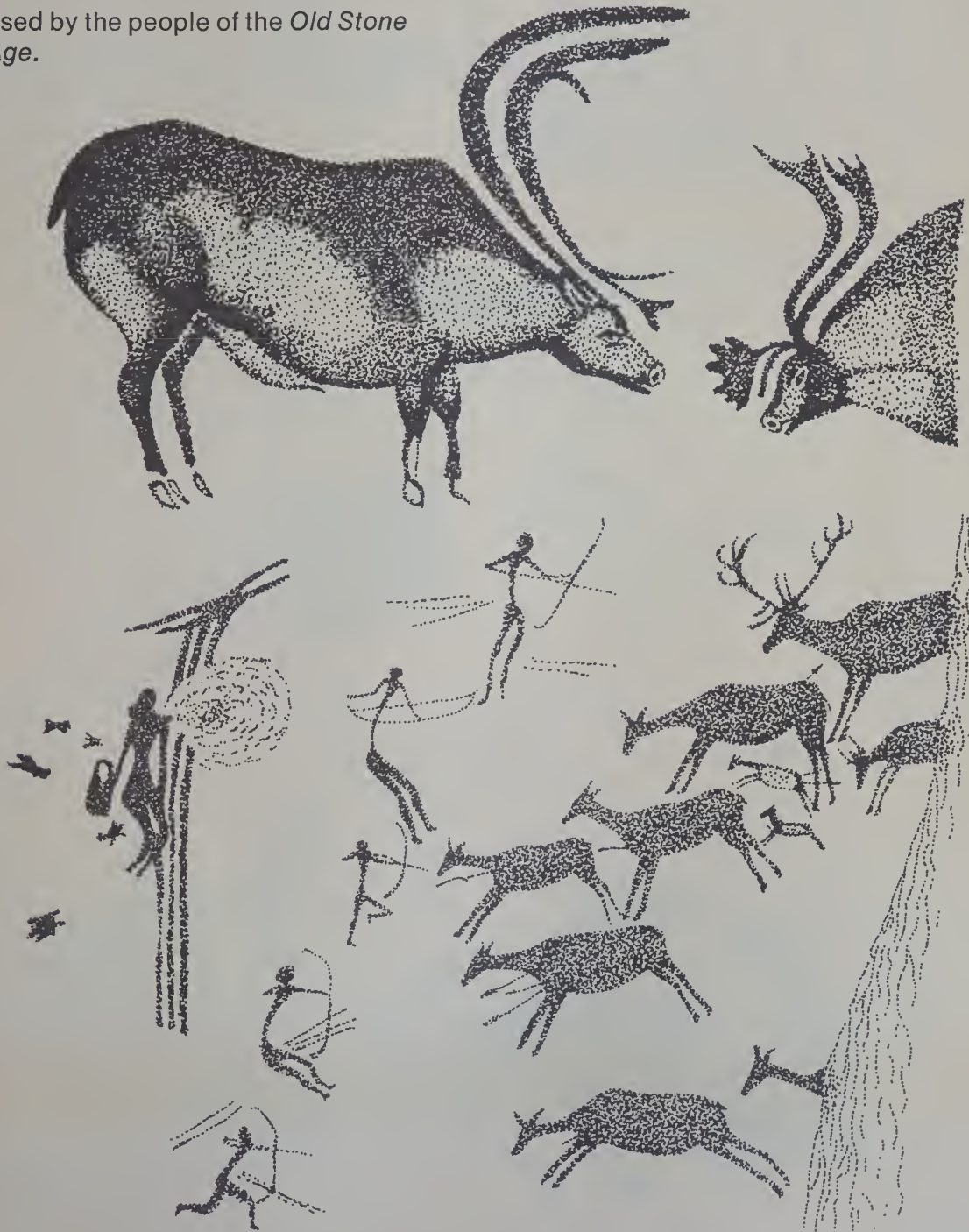
## Unit 3

### The Art of the Old Stone Age

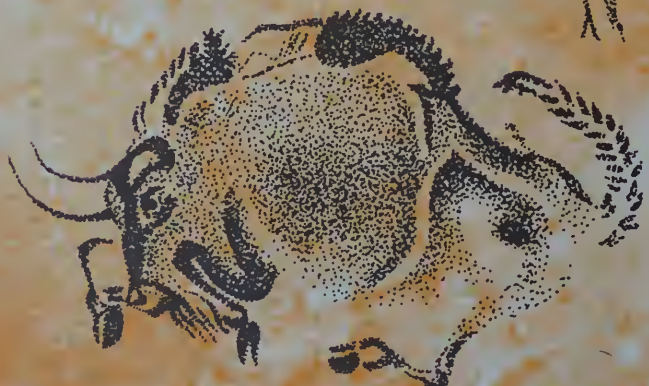
Paintings such as the following ones were found on the walls of caves used by the people of the *Old Stone Age*.

1. What is your opinion of the skill of the artists?

2. What do these paintings tell you about life in the *Old Stone Age*?







# The Coming of the New Stone Age

Chapter 3 contained a long chapter in man's development. By looking at the *time tape* you will see what we mean. Our way of life is very recent. But before our present way of living came along there was a period of change known as the *New Stone Age*. The changes of this period were very important to our way of life.





## Unit 1

### Culture is Food

1. You can read pages 40 and 41 both *across* and *up and down*. What do you read about if you read across the two pages?



2. What do you learn if you read up and down the pages?

3. In what ways did the *New Stone Age* differ from the *Old Stone Age*?



Culture is Shelter and Clothing



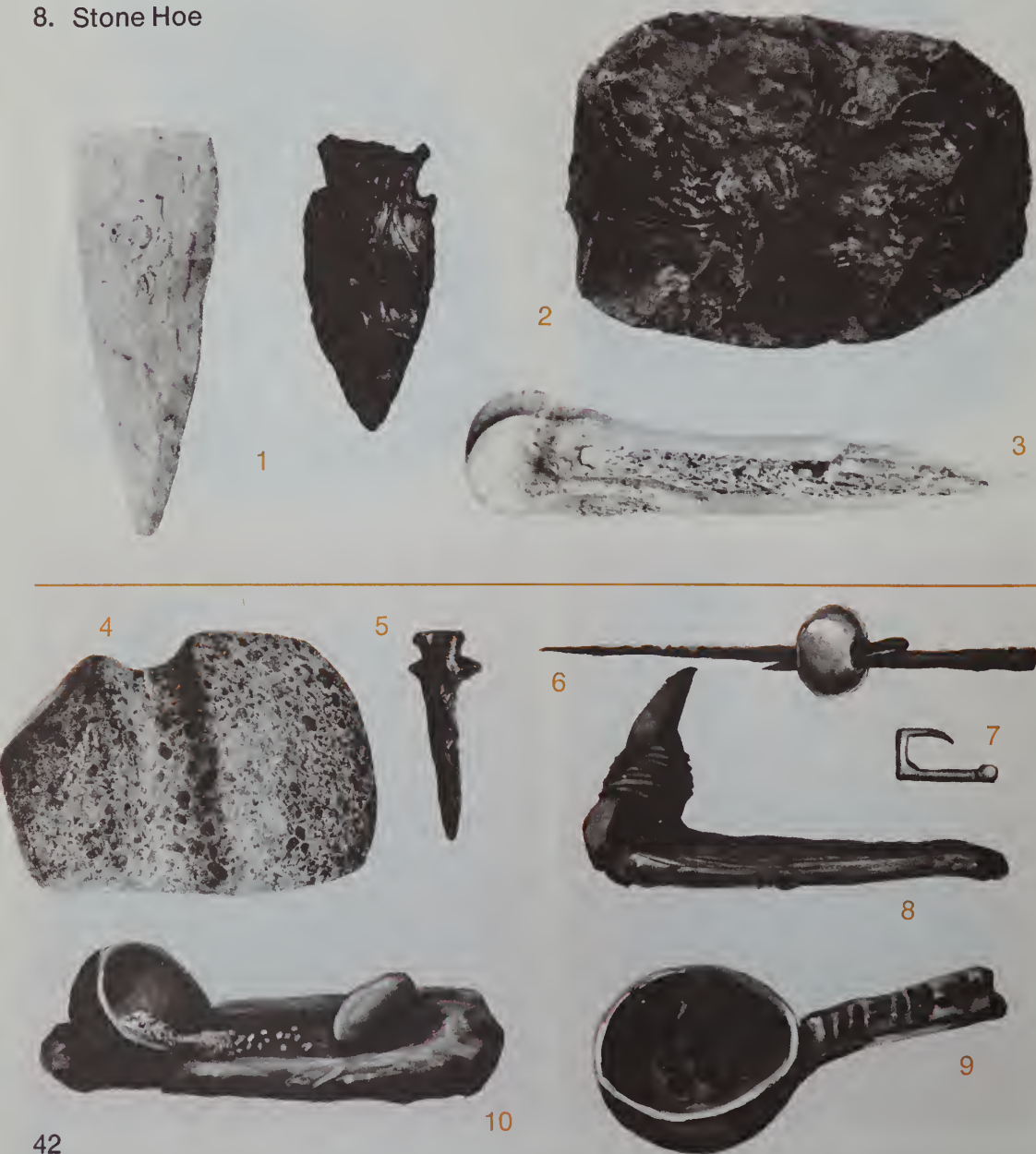


## Unit 2

### Culture is Tools

1. Arrowheads
2. Scraper
3. Bone Awl
4. Stone Ax
5. Flint Drill
6. Digging-Stick
7. Bone Fishhook
8. Stone Hoe
9. Ladle
10. Milling Stone

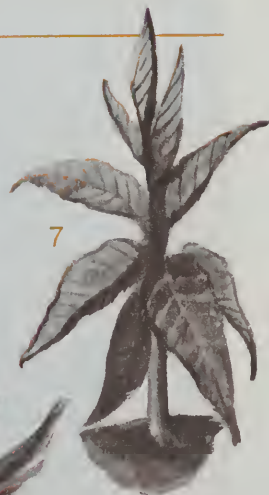
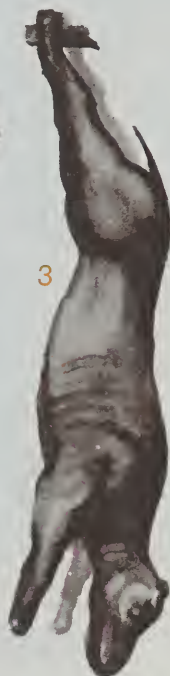
1. Why does this page have a break across the center?
2. Count up the number of tools in the top half of the page and the number in the lower half. How do you explain the difference?
3. Identify each tool as to its use. How does what you see here agree with what you saw on pages 40-41?



## Culture is What We Eat and What We Wear

1. Berries
2. Stretched Animal Skin
3. Carcass of Meat
4. Sandal
5. Leather Pouch with Seeds
6. Fish
7. Tobacco Plant
8. Corn
9. Moccasins

1. How does this page illustrate other changes in the *New Stone Age*?
2. The man of the *New Stone Age* was probably bigger and stronger than the man of the *Old Stone Age*. Why might this be?





### Unit 3

## Culture is What We Live in

1. These two pages show several important changes taking place. Identify them.
2. How were these changes possible?



Cave House



Pit House



Branch House



Timbered House



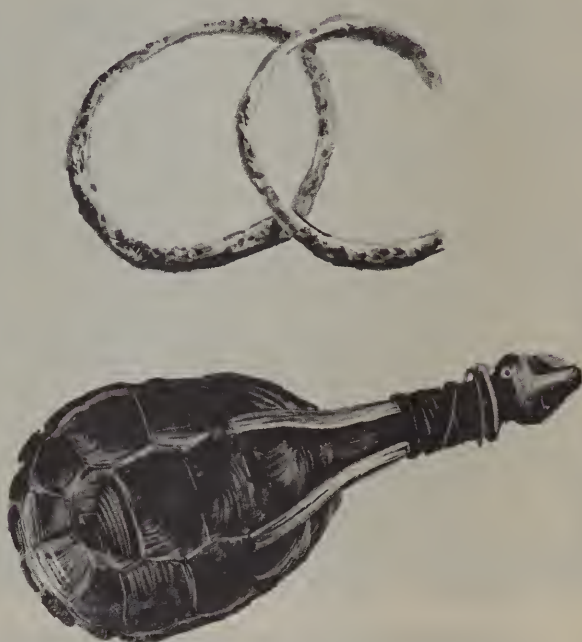
## Unit 4

### Culture is What We Create

1. What forms of “cultural expression” can you identify on this page?
2. Why would you expect to find more of these in the bottom half of the page than in the top half?



3. Similarly, why would you expect to find more *different* forms of this sort of expression in the bottom half of the page?
4. How would you compare this sort of cultural evidence with that on the previous pages?



Culture is  
What We Say

- 1. This page illustrates an important development in the life of modern man. What exactly is this development? Suggest why it is so important.
- 2. Study the *Things to Know* box on this page. Why is the information in the box important to the proper understanding of what is on this page?
- 3. Study the arrangement of the words on the page. What does it suggest?
- 4. Write a definition for each word on this page. How does this help you to understand the preceding pages?

Things to Know

Indian Word	English Word
Pe-mili-kan	pemmican
Netop	friend
Máttapsh	sit down
Nquft	one
Neèsse	two
Nish	three

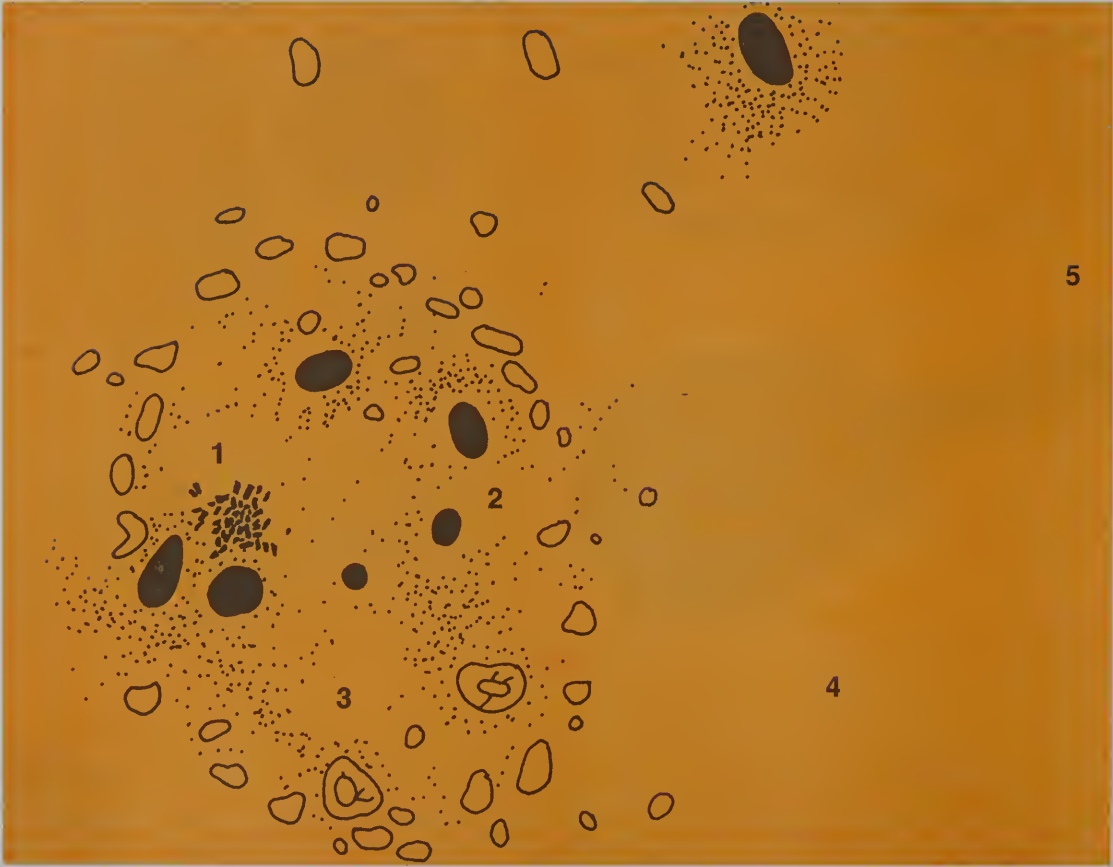




**Unit 5**  
**What the Archaeologist Sees**

- 1. Compare the legend with the plan of the house and draw a picture of what the house looked like.
- 2. Where would the entrance be?
- 3. This house was called “the house of the artist.” Why?

Legend	
	Post Molds
	Fire Ash
	Baked Clay Pits
	Stones, Boulders
	Compacted Soil
	Rotted Wood Plank
	Swamp



**Artifacts**



1. The house you see here is constructed in a different way from the house on page 48. What evidence is there of this?
2. Where might the entrance be?
3. Study the *artifacts* found in the house. Give the house a name.
4. Draw a picture of this house.





## Unit 6

### An Early Settlement

1. This is the plan of a real campsite. Why might its location be a good one?

2. How many houses were there on the site?

3. Sketch a picture of what you feel the site may have looked like.



# Legend

- ⊕ Fresh Water Spring
- Post Molds
- /// Trash Pits

- Fire Pits
- ||||| Swamp
- 🌲 Trees
- /// Steep Embankment





## How the Settlement is Pictured

This is an artist's idea of the site shown on pages 50 and 51.

1. How does the artist's sketch differ from your sketch? Why are there differences?

2. Make a list of the signs of the *New Stone Age* you find in the picture.

3. What are the most important differences between this community and a community of the *Old Stone Age*?







## Unit 7

### Stone Age Man: A Map of Long Ago

World Population . . . 10,000,000

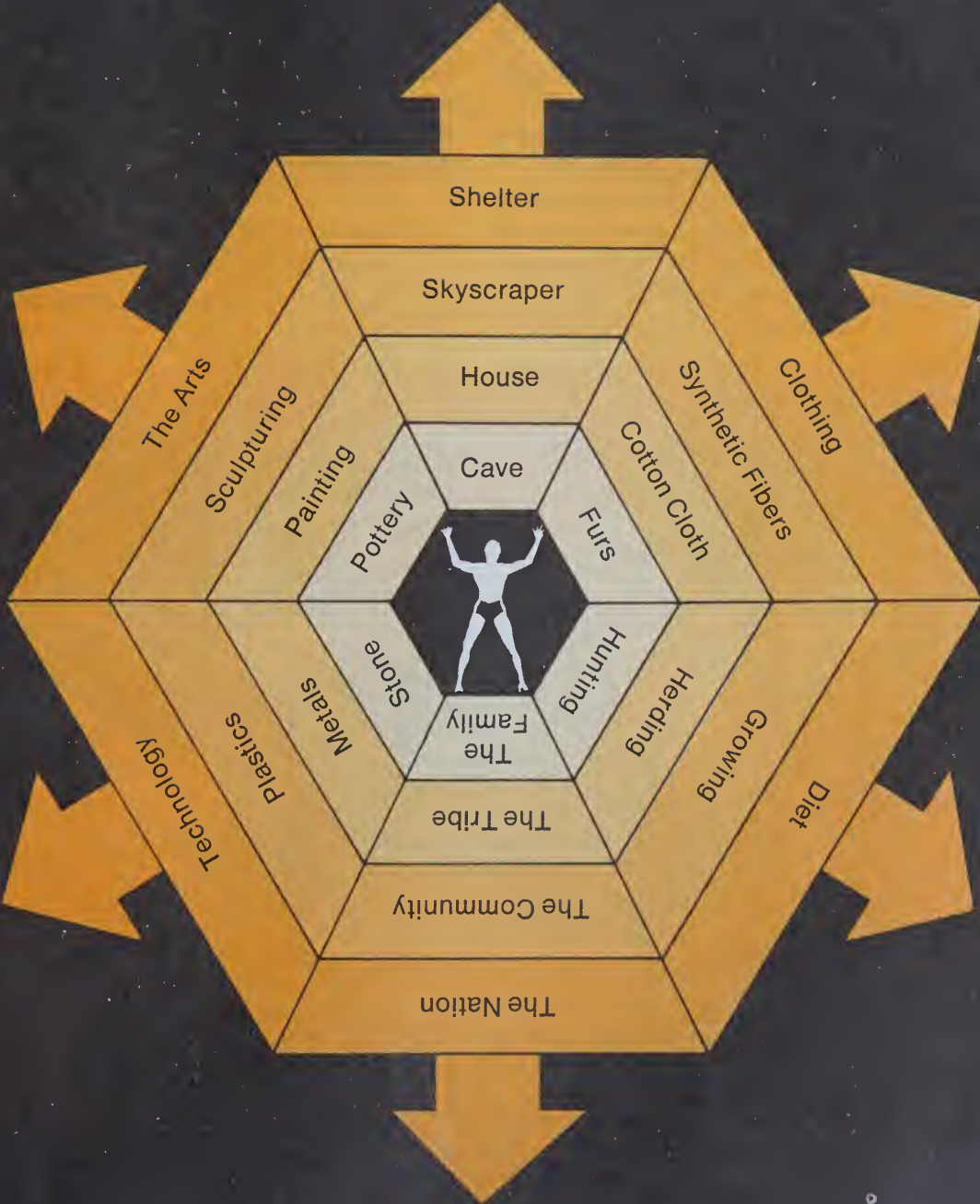
1. Why are so few Stone Age people left today?
2. How do you account for the present locations of *Stone Age Man*?



### Stone Age Man: A Map of Today

World Population . . . 3,000,000,000







# The Last Chapter

## Unit 1

### An Old Pile of Junk

Look at this old pile of junk. A quick glance should tell you what it was from. It has an interesting story . . .

*Here are some questions to think about.*

How many pieces of junk can you identify?

What can you learn about the people who used the material?

When was the structure built?

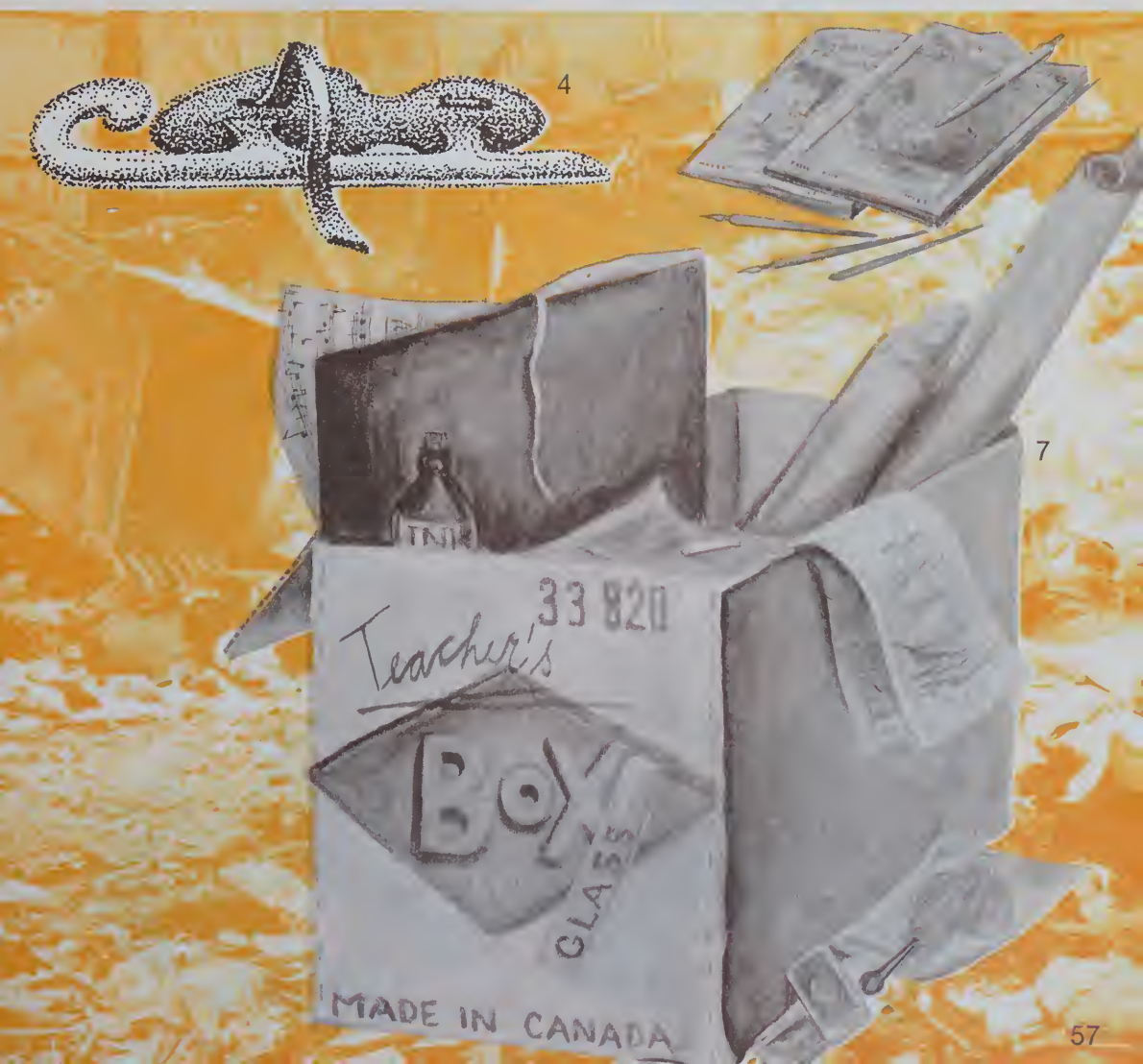
When was it destroyed?

Why might it have been destroyed?



1. A valuable clue came from old glass. What might it be?
2. This pile was found in many pieces. What other things might you expect to find at the site as a result of this find?
3. What do you note about the age of these items? How can you tell? Where might they be found today? What do they suggest about how the building was built?
4. This was a mystery. Where might it come from? Who would use it? Might there be more?

5. This find gave important information about the building and the people. What kinds of information might prove valuable?
6. Many of these were found with children's writing and drawings on the inside. What information might they add to the mystery?
7. Many clues were found in this box of teacher's odds and ends. Discuss how each item might give added information about the people who used the material. What can you discover about the age of the building?





## Unit 2

### Discovering the Unexpected

Two kilometers from the junk pile a large hole for an apartment building was being dug by a bulldozer. The operator was startled to find the strange materials shown.

What do the materials tell you about the site?

Where would you expect to find the oldest material?

No plastic material was found at all.

What does this tell about the discovery?



1. There were many bottles and a lot of broken glass.
2. What do the many shapes and sizes tell you about the people who threw these away?
3. This was found on the bottom of one bottle. What does it tell about the life style of the people? What might explain its presence? Why might it be

important to note that it was the only one found of this type?

4. These were found everywhere in large numbers. What ideas do they give about the people? Many of the cans were black. What might explain this?

5. How do you explain these finds: broken clam shells, broken animal bones and a radio tube 12 cm. long?



4

5



### Unit 3

#### Clues that Reveal the Past

This is also a garbage dump. Many of the articles found give clues about the people.

Does this suggest the same period of time as the pit house? Explain. What information do we have about how the cave dwellers lived as compared to the "house" dwellers?

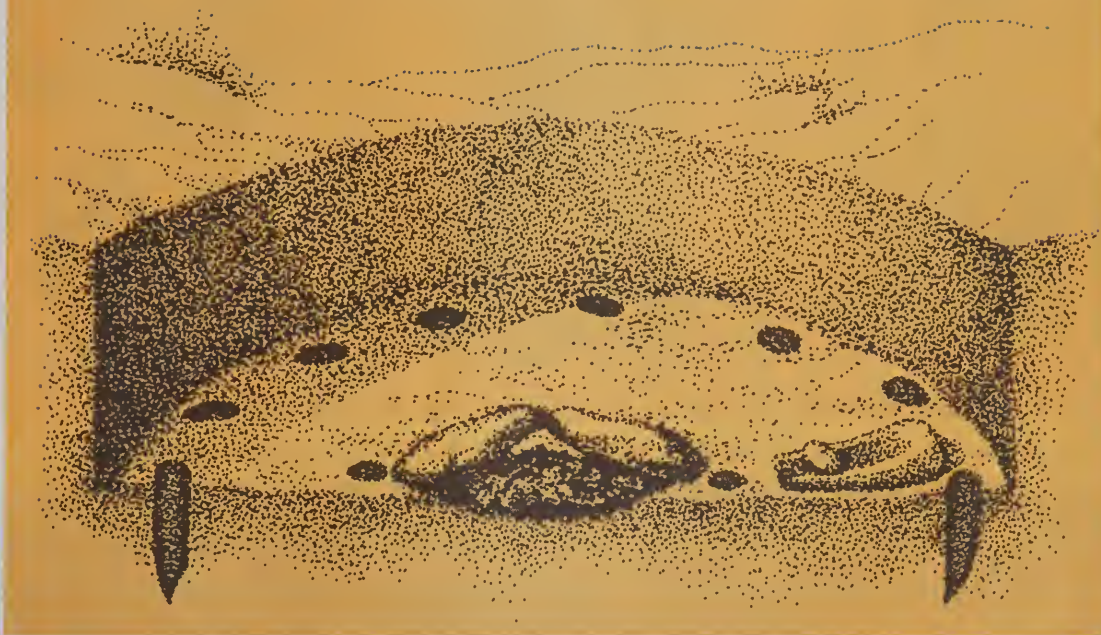
1. Why is this an important discovery? What does this find tell us about how this culture provided some of its food? How might the seeds be preserved?
2. How do these pottery shards differ? Which is older? How do you know?
3. What animals might this represent? What information might it give about domesticated animals? Can you assume the people kept pets?

Cave



4. How might this be used? What clues does it give about clothing?
5. Why were most of the burials found in the loose trash? Why were the tools and pots placed with the burials?

Pit House



What might explain these dark patches and the pits of dark dirt?  
Why the two pits on the inside?  
What clues might these ashes suggest?  
What explains the large stones?  
How were these two stones used?  
What clues do they give you about the people?



## Unit 4

### Putting the Pieces Together

Very often pieces of pottery rims are the most important parts of the container to the archaeologist. Why? Where does Neolithic pottery appear in the sequence? How can you be sure?

Little, if any, pottery is found in sites of the *Early Stone Age*. What reasons might explain this?

What story is told as you follow the pictures across the page? Which picture do you feel shows the most important development? Why include animal skins and plastic in a study of pottery. Which pottery stage do you



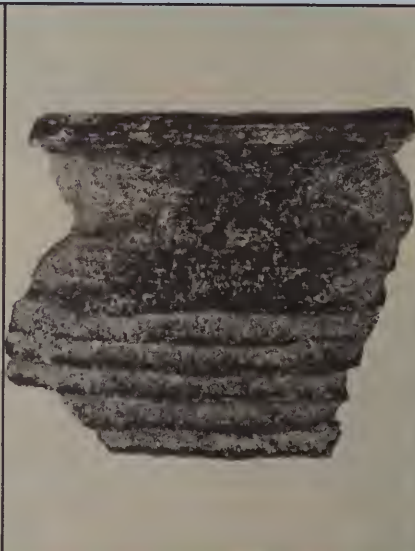
Old Stone Age



New Stone Age



A Simple Design



think Columbus would have found when he first met the people of North America? How could you check your answer? What about pottery from other areas of North America? Would it be the same?

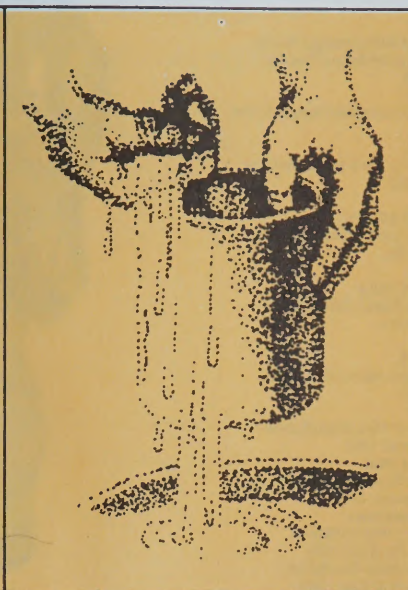
Is it reasonable to expect that archaeologists would find glazed

pottery in New Stone Age sites? Check carefully to see if the native North Americans glazed their pottery.

Whole pottery vessels are not often found in cold climates. What might account for this fact?



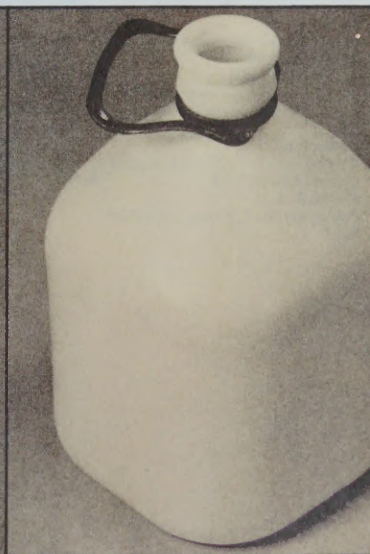
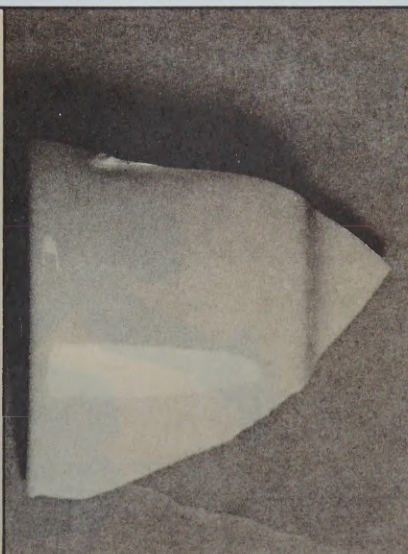
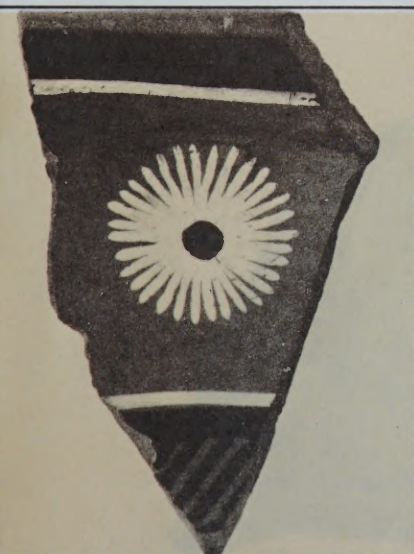
Add Paint



Glazing Pottery



Plastics





# Bibliography

- Clarke, G.**  
*World Prehistory.* Cambridge University Press, 1961.
- Cole, S.**  
*The Neolithic Revolution.* British Museum, 1965.
- Cornwall, I.W.**  
*The Making of Man.* Phoenix House, 1960.
- Dickinson, A.**  
*Stone Age Man.* Franklin Watts, Inc. 1962.
- Doncaster, I.**  
*Life in Prehistoric Times.* Evidence in Pictures.
- Freed, S. & Freed, R.**  
*Man from the Beginning.* American Museum of Natural History, 1967.
- Fried, M.H.**  
*Readings in Anthropology.* Volumes 1 & 2. Thomas Crowell, 1969.
- Gerson, W.M.**  
*Social Problems in a Changing World.* Thomas Crowell, 1965.
- Haimowitz, M. & N.**  
*Human Development.* Thomas Crowell, 1971.
- Harris, M.**  
*Culture, Man, and Nature.* Thomas Crowell, 1971.
- Hawkins, G.S.**  
*Stonehenge Decoded.* Dell Publishing, 1965.
- Howell, F.C.**  
*Early Man.* Life Nature Library. Time-Life Books, 1965.
- Howells, W.**  
*Back of History.* The Natural History Library. Anchor Doubleday, 1963.
- Howells, W.**  
*Mankind in the Making.* Doubleday, 1959.
- Kraus, B.S.**  
*The Basis of Human Evolution.* Harper & Row, 1964.
- Leopold, A.S. (Ed.)**  
*The Desert.* Life Nature Library. Time, Inc., 1961.
- MacCurdy, G.G.**  
*Human Origins.* Vol. 1. Johnson Reprint Corporation, 1966.
- MacGowan, K. et al.**  
*Early Man in the New World.* Natural History Library. Anchor Doubleday, 1962.
- Martin, P.S.**  
*Digging Into History.* Chicago Natural History Museum, 1959.
- Moulin, R.-J.**  
*Prehistoric Painting.* Funk & Wagnalls, 1965.
- National Geographic**  
*"Exploring 1,750,000 Years Into Man's Past."* Oct. '61.  
*"Preserving the Treasures of Olduvai Gorge."* Nov. '66.
- National Geographic**  
*"Making Friends With Mountain Gorillas."* Fossey, D. Jan. 1970.  
*"More Years With Mountain Gorillas."* Fossey, D. Oct. '71.  
*"Growing Up With Snowflake."* Riopelle, A.J. Oct. 1970.
- Oakley, K.P.**  
*Man the Toolmaker.* British Museum, 1965.
- Pelton, P.J.**  
*The Study of Anthropology.* Social Science Seminar Series. Charles Merrill, 1965.
- Pfeiffer, J.E.**  
*The Emergence of Man.* Harper & Row, 1969.
- Pfeiffer, J.E.**  
*The Search for Early Man.* American Heritage, 1963.
- Quennell, M. & C.H.B.**  
*Everyday Life in Prehistoric Times.* Batsford, 1965.
- Roberts, E.K. (Ed.)**  
*How Things Began.* Spring Term. B.B.C., London.
- Salzmann, Z.**  
*Anthropology.* Harcourt, Brace & World, 1969.
- Schenk, G.**  
*The History of Man.* Basic Science Series. Chilton, 1961.
- Schuler, E.A. et al**  
*Readings in Sociology.* 4th Edition. Thomas Crowell, 1971.
- Scientific American.**  
*"Tools and Human Evolution."* Washburn, S.L. Sept. 1960.  
*"The Agricultural Revolution."* Braidwood, R.S. Sept. 1960.
- Symington, F.**  
*The Canadian Indian.* McClelland and Stewart, 1969.
- Trigger, B.G.**  
*The Huron, Farmers of the North.* Holt, Rinehart and Winston, 1969.
- Wormington, H.M.**  
*Prehistoric Indians of the Southwest.* Denver Museum of Natural History, 6th Printing, 1964.



G 73 M26 BK-13  
MAN IN HIS WORLD SERIES

39351560 CURR



\*000006010326\*

G 73 M26 Bk.13  
73 Man in his world series.

M26  
Bk.13

0256671P CURR

CURRICULUM  
EDUCATION LIBRARY

2407750





# Bio711

Fitzhenry & Whiteside Limited

Toronto Montreal Winnipeg Vancouver

